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The Intergroup Education Project in Seattle encourages ethnic appreciation through several programs. These include Inter-High student exchange, voluntary student and teacher transfer, intergroup education guides, special curricular materials that show how the Negro has a definite place in our history, teacher and administrator education, and public information.

In preparing special curricula it is the teacher's main task to take advantage of every opportunity to emphasize the concepts of intergroup education. An example in the subject of mathematics is the collecting of money from all over the world, thereby involving varied culture groups.

Compensatory education should be provided for students who need it. A bibliography and a list of audio-visual materials are included.

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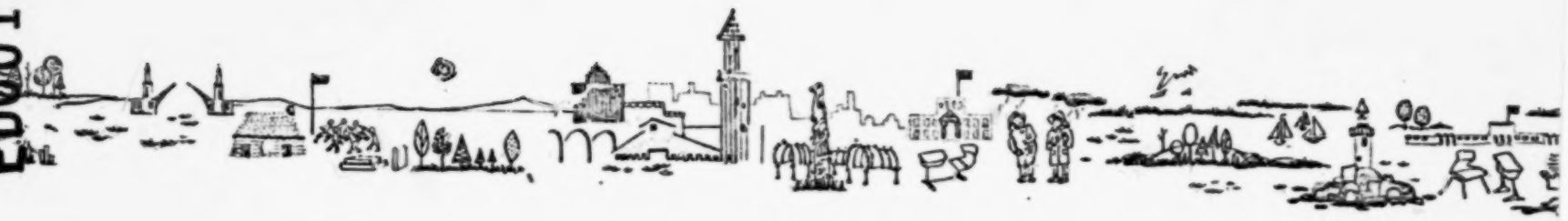

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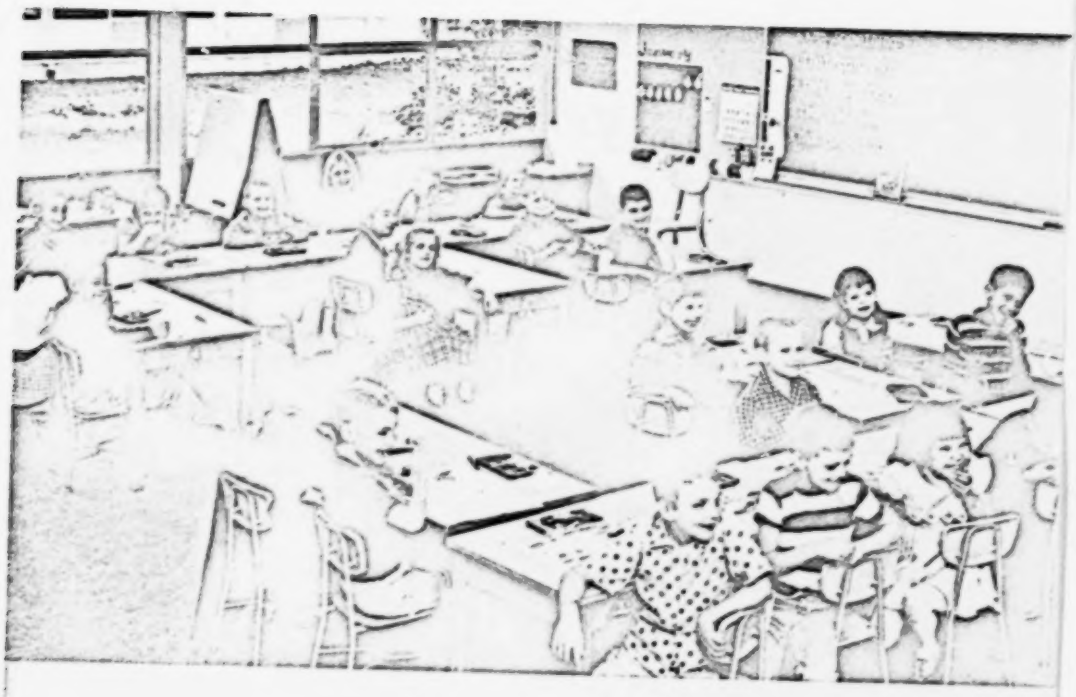

INTERGROUP EDUCATION

Strategies for Public Schools

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INTERGROUP EDUCATION

SEATTLE PUBLIC SCHOOLS

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This publication was prepared by the Instruction-Administration Division, Seattle Public Schools, in cooperation with the Intergroup Relations Committee, and the Coordinator of Intergroup Relations.

INTERGROUP RELATIONS COMMITTEE

Robert Nelson, *Chairman*

Hildegarde Berthiaume
Tom Cooney
Ruth Deetz
Billy Fogg
Frank Hanawalt
Mary Henry
Felisa Hundley
Howard Keller
David Lamb
Bernice Lee
Jessie Orrell
Norman Pickard
Richard West
Richard Williams
Elizabeth Yates

COORDINATOR OF INTERGROUP RELATIONS

Robert Bass

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FRED E. BREIT
Deputy Superintendent

Introduction

A combination of social and economic factors has led to the residential concentration of minority groups in the central area of the city of Seattle. This concentration affects the schools because it is the policy of the Seattle Public Schools to assign pupils to the schools nearest their homes. *There are many reasons for assigning pupils to schools in their own neighborhoods.* Parents of young children support the neighborhood concept because it means easy walking distance between home and school for their children, which is a safety factor. The short distance reduces travel dangers; and, in the event of an emergency, the parents are close at hand. Because most elementary-school children and many secondary-school children are able to walk between school and home, their parents are saved the burden of transportation costs. Another important consideration is that children who attend school with their friends tend to feel secure and comfortable in the school atmosphere. This consideration is especially important in adjustment to school of young children. Perhaps the greatest value of the neighborhood school is the close working relationship between parents and school, so necessary in the process of educating children, which this arrangement promotes.

In Seattle, the neighborhood concept has resulted in two areas of concern: (1) a heavy concentration of minority groups in central-area schools, and (2) a heavy concentration of pupils with limited cultural backgrounds in central-area schools. Pupils with limited cultural backgrounds tend to be low achievers. They do poorly in school, not because of lack of innate ability, but because of such factors as specific home conditions, immediate environment, and lack of opportunities that motivate them to achieve academically. Able learners are found in central-area schools as elsewhere; they are found among all races, nationalities, and cultural groups. The academic potential of a child does not necessarily depend on his race or on the area in which he lives but does depend on his innate capacity and on his home environment.

It is the policy of the Board of Education of the Seattle Public Schools to provide educational programs to meet, whenever possible, the individual needs of Seattle's children. In some instances, doing so means designing special educational programs; the programs for the mentally retarded, for the blind, and for the deaf are examples.

To meet the special needs produced by the heavy concentration of minorities and disadvantaged pupils with limited cultural backgrounds in some of the Seattle schools, two different programs are functioning: Compensatory Education and Intergroup Education.

Compensatory Education includes programs which attempt, through special efforts, to compensate for the cultural limitations of some children. The purpose is to provide additional opportunities for these children to overcome specific difficulties and thereby to raise their level of academic performance. For example, the Reading-Emp[illegible]is Program at Washington Junior High School seeks to raise the reading level of pupils who are not performing up to their potential. These programs are described briefly on pages 21-24.

Intergroup Education means education which fosters understanding and appreciation among various racial, national, and cultural groups. A large percentage of minority-group pupils are enrolled in central-area schools; other schools in the city have only a few pupils who are not Caucasian; some have none at all. This imbalance creates a serious disadvantage for all pupils, regardless of racial background; the isolated situation of racial groups does not promote the mutual understanding necessary in a multiracial society such as exists in America. The information presented in the next section of this guide indicates that the growth of minority groups in Seattle and their increasing dispersal throughout the city is producing a situation in which minority racial groups will soon be repre-

sented in most classrooms. The objective of Intergroup Education in the Seattle Public Schools is to promote group harmony by emphasizing certain concepts relevant to intergroup relations as they arise in the various curriculum areas being taught.

It is not the purpose of this guide to discuss civil rights and the other broad areas of concern which have relevance to minority groups. These subjects are raised in the classroom, of course; Seattle pupils are well grounded in their democratic heritage and their Constitutional guarantees of freedom. This guide is concerned with what we as educators can do to emphasize Intergroup Education as we teach science, literature, social studies, foreign language, and other subjects.

Prejudice among diverse racial and national groups cannot be corrected merely by the preparation of an educational manual; however, the guidelines given here can help to identify and clarify concepts relevant to intercultural understanding.

Importance of Intergroup Education

The emphasis on intergroup education is important for both minority and majority group members. The basic purpose of such intergroup education in schools is to direct young people's understandings, attitudes, and behavior toward the practice of friendly and democratic relationships with all human beings, regardless of their group membership. Each child will work toward a better understanding of others in his own way — the teacher assists by providing leadership and direction.

Among the "Goals for Americans" set forth by the President's Commission on National Goals in 1960 was the following: "Vestiges of religious prejudice . . . and, most important, discrimination on the basis of race must be recognized as morally wrong, economically wasteful, and in many respects dangerous. In this decade we must sharply lower these last stubborn barriers." The 1960 White House Conference on Children and Youth, representing citizens from every walk of life, recommended "that intergroup relations education be emphasized in every grade of the elementary and secondary schools . . ." The nation's leading professional education groups have underscored for many years the important place of intergroup education in our schools. Our religious and democratic heritage demands that every opportunity be taken to enhance human dignity and to nurture the development of every individual to his highest potential. Schools in a democracy have no more important responsibility than to prepare their charges for intelligent participation as citizens in a culturally diverse society.

Our national survival in the atomic age demands the ability to reconcile differences and to cooperate effectively with persons of all cultures and races. Since only a minority of the world's population is Caucasian and even a smaller minority adheres to the organized religions of Western civilization, international understanding requires the ability to accept and respect cultural and physical differences among peoples.

Finally, in view of the continuing migration of people from rural areas to the cities and from the cities to the suburbs, children presently in homogeneous one-group schools will be living and working with minority groups. This growth of integration will help increase opportunities for constructive cooperation with persons of diverse racial and religious origins.

Intergroup Understandings

Attitudes and skills appropriate to intergroup education—such as respect for the intrinsic worth of each individual, recognition of the right of individuals and groups to differ, effective participation in classroom group activities, utilization of problem-solving techniques—are concepts already emphasized in Seattle Public Schools. The following list of understandings uniquely relevant to intergroup education may prove valuable to teachers:

1. Awareness that not all members of a group have all the characteristics ascribed to that group and that no characteristic is typical of every member of any one group and of no other group.
2. Awareness that there is a wide range of physical and mental abilities and talents among members of every racial and ethnic group and that no racial or ethnic group is inherently superior in ability to any other.
3. Recognition that similar needs, desires, feelings, and problems are found among members of all racial and cultural groups.
4. Recognition that valuable contributions to our American way of life have been made by persons of all cultures.
5. Awareness that all people and all groups are interdependent in fulfilling their needs and solving their problems.

Intergroup Education Programs

In November, 1963, Superintendent E. W. Campbell appointed the Intergroup Relations Committee. This committee is composed of twenty-two members who serve in an advisory capacity to the Deputy Superintendent on matters relating to intergroup education for students and teachers. The membership of the committee includes representatives of the geographic areas of the school district and members representing all staff levels, including teachers, counselors, principals, and central administrative and supervisory personnel. In April, 1964, a full-time Coordinator of Intergroup Relations, Seattle Public Schools, was appointed. The Coordinator helps to organize and coordinate the activities of the Intergroup Relations Committee as well as those of the Committee for Equal Educational Opportunity. The responsibility of the Intergroup Relations Committee is to analyze the needs and requirements for a program of intergroup education and to prepare recommendations for submission to the Deputy Superintendent.

A variety of programs which incorporate the objectives of intergroup education have been initiated in the Seattle Public Schools:

1. *Inter-High Student Exchange Program* This program is a temporary exchange of groups of students among Seattle high schools. The purpose of the program, initiated in 1961, is to give students an opportunity to improve relations between student bodies, and to bring together students from a variety of cultural, racial, and community environments and backgrounds in order to further the development of good intergroup relations in the Seattle Public Schools. Students volunteer for the program and are assigned to the exchange school for a period of from five to ten weeks.
2. *Study of Growth and Distribution of Minority Races* A survey of the ethnic composition of the city of Seattle and the public schools was conducted in 1962 by the University of Washington in cooperation with the Washington State Census Board and the schools. In the monograph reporting the population study, the mobility of minority races in the city, together with its effects on the school population, was compared with conditions revealed by the first survey conducted in 1957. The findings of the research are given in the next section of this guide. They point up the necessity for intergroup education. Another census was taken in December, 1964. The results of this recent survey are incorporated with the 1962 findings and serve to emphasize the increasing population trends.
3. *Voluntary Student Transfer Program* On the recommendation of the Citizens' Advisory Committee for Equal Educational Opportunity, the Board of Directors modi-

Editor . . . DAVID DAHEIM
Artist . . LILLIAN GRIFFEE

A MESSAGE FROM THE SUPERINTENDENT

The subject of this guide is intergroup education in Seattle Public Schools. The term "intergroup education" is relatively new, but problems of human relationships are as old as the history of man. As here used, "intergroup education" means what Seattle teachers are doing, and can do, to develop better relations among children of all races and faiths, from all economic and cultural backgrounds.

Because teachers have been active in this area for years, much of what is known about intergroup education has been a direct outgrowth of classroom experience. The purpose of this guide, then, is not to introduce a new subject but rather to increase our knowledge and understanding of current developments in the community, so that each of us may be increasingly effective in the classroom.

The schools cannot be expected to shoulder the responsibility for this effort alone; but we, as educators, enjoy a special relationship with youth. We have a unique opportunity to work toward the elimination of prejudice. Although the ultimate success of this effort must depend upon the pupils and their parents, the schools can and do make an important contribution. The task seems somewhat less formidable in light of the giant strides already taken by schools and community toward cooperative relationships among racial and religious groups.

There is some evidence that the amount of education a person has may have little to do with his attitudes toward minority groups — he still may be prejudiced. What becomes important, then, is what *kind* of education an individual has. By emphasizing throughout the curriculum ideas which foster healthy intergroup relations, we attempt to provide the kind of education needed to eliminate prejudice in Seattle's school children.

This guide presents information on the nature of prejudice, describes active programs relevant to intergroup education, includes a statistical profile of racial groups in Seattle and in the schools, points out how each curriculum area lends itself to intergroup education, and suggests numerous approaches to intergroup education in the classroom. A selected list of books and audio-visual materials on the subject is included.

As Superintendent, I strongly support the goals of intergroup education. Teachers in the Seattle Public Schools can rely on the support of administrative personnel in their efforts to promote and encourage better intergroup relations in their classrooms.

E. W. CAMPBELL

Superintendent
Seattle Public Schools

PREFACE

This guide is designed to assist the teacher in emphasizing intergroup understanding in the classrooms of the Seattle Public Schools. In its preparation the committee has drawn on the experience of Seattle teachers in multiracial classrooms. In addition, publications on intergroup education from other school districts around the country were evaluated; some information from these publications has been incorporated in this guide. The Citizens' Advisory Committee for Equal Educational Opportunity recommended adoption of additional intergroup teaching material.

The need for this guide has been emphasized by teachers as well as administrators who are sincerely interested in promoting harmonious intergroup relations in the Seattle Public Schools. A formal approach to intergroup education necessitated a beginning point, an attempt to organize information relevant to the problem. In the future, the guide will be revised as new experience and knowledge are gained and as techniques to promote intergroup understanding become established. The guide should be used as a reference. For a more comprehensive understanding of the subject, the sources mentioned in the bibliography should be consulted.

Surveys have shown that, although many teachers consider intergroup education important, a relatively small percentage of them actually give the needed emphasis to the subject in their classsrooms.

One of the conclusions drawn in the section on the nature of prejudice printed in this guide is that traditional education has not proved to be an effective answer to prejudice. Education for attitude change is necessary. If the present methods are inadequate, certainly a new effort to emphasize intergroup education throughout the curriculum is a worthwhile project. If this effort is to succeed, teachers must believe they can and will be effective. The fact that teachers, along with parents and religious leaders, enjoy a unique relationship of trust and respect with many pupils is a strong factor which will work toward the effectiveness of this emphasis.

INTERGROUP RELATIONS COMMITTEE

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; neighborhood school attendance policy for the 4 school year. The modified policy was continued the 1964-65 school year. The current policy per- oluntary transfers provided each transfer reduces ial imbalance in both the "leaving" and the "re- " school. Pupils in either elementary or secondary may volunteer for the program. The Board recog- he desirable educational and democratic social nces inherent in each school's becoming so far as e a cross section of American society.

ary Transfer Survey The University of Washing- ool of Social Work conducted a survey to deter- he academic and social adjustment in predomi- Caucasian schools of 232 Negro students involved racial transfer program. In general, teachers and ors felt that students had derived both academic ial benefits from the change in schools.

oup Education Guide The guide you are now was prepared by the Instruction-Administration n in cooperation with the Intergroup Relations ttee and the Coordinator of Intergroup Relations ember, 1964. The purpose of the guide is to pre- ormation relevant to intergroup education and to chers suggestions regarding the emphasis of inter- education concepts in all curriculum areas. The as been distributed to all Seattle Public Schools.

' Advisory Committee for Equal Educational Op- ty A lay citizens' group was appointed in 1963 Seattle School District to study the complex factors he school system in alleviating the problem of de gregation in the system and in solving related s concerned with children from limited cultural unds. Twenty-two recommendations were made mitted to the Board for consideration in dealing oblems existing in the community's schools. The School District has taken action on these recom- ons as approved by the Board. The Committee tivated in the fall of 1964 and currently is meet- larly.

'um Materials That Give the Negro His Appro- lace in Our History Four classrooms in Minor, a, Stevens, and Schmitz Park elementary schools erimenting with the Great Cities Readers' Proj- ading series especially designed for use by urban These readers present Negro as well as Caucasian rs in roles identified with an urban setting. Addi- ooks of this nature have been included on the list ementary materials available to all Seattle Public

and Administrator Education The administra- an important role in facilitating the education of for intergroup education. Teachers in the daily n situation need the stimulation and reinforce- a team approach to the problems of intergroup n. Also, since the techniques of intergroup edu- ill be relatively new to many teachers, they need in the wisdom and experience of others in imple- this program.

ntation programs for teachers new to the central The first orientation program was held Octo- 29 and 30, 1963, at Madrona Elementary ol. All teachers new to the central area attended. October, 1964, the orientation program was again at Madrona.

rkshops For years the schools have sponsored ous workshops on intergroup understanding for teachers, administrators, and the public. In March, 1964, more than 400 Seattle teachers attended a workshop at which Dr. Samuel Shepard, Jr., an authority on programs for equal educational opportunity, was the main speaker and consultant. Since 1951, the Seattle public school system, in cooperation with the National Conference of Christians and Jews, has sponsored an annual workshop on intergroup understanding. For the most part, these workshops have been devoted to understanding among diverse religious groups. At the most recent workshop, State Attorney General John J. O'Connell spoke on "The Impact of Court Decisions and Rulings on Religion and the Public Schools."

(c) *In-service education* A variety of professional courses have been offered relevant to the subject of intergroup understanding. In the second semester, 1962-63, a course titled "Cultural Influences on Children's Behavior" was presented. A more specialized course, "The Role of the Classroom Teacher in Speech Therapy for Culturally Deprived Children," also proved very successful. Indications are that future in-service education courses relevant to this subject will become increasingly specialized in order to gain maximum participation of interested teachers.

(d) *Intergroup Relations Emphasis Week, January 13-20, 1965* Special programs were presented to assist teachers in moving toward better human relations in the Seattle Public Schools and in the community. During the week, building meetings, telecasts, and a general assembly of Seattle teachers in the Seattle Opera House explored the subject of intergroup relations. At the Opera House, Dr. James Russell, Secretary of the NEA Educational Policies Commisison, spoke to the corps on "American Education As a Search for Equal Educational Opportunity." This speech is available on tape from the Audio-Visual Department.

(e) *Television programs* The 1963-64 telecasts included the following:

(1) Philosophy of Seattle Public Schools on Intergroup Education.

(2) Role of the Teacher in Intergroup Education.

(3) Nature of Prejudice: Its Causes and Effects on Majority and Minority Groups.

9. *Public Information* As the success of these programs depends in large part on their acceptance by the general public as well as by Seattle teachers, a continuing flow of information on programs and their significance is being channeled into the mass communications media through the Publications and Information Department, Seattle Public Schools.

10. *Teacher Transfer Program* This program was initiated by the Elementary Division in September, 1964. It permits the voluntary transfer of any teacher into a central area school with the option of returning to the leaving school after one year. As these teachers return to their leaving schools, they will share their experiences in central area schools. Through this program, the Seattle teaching corps will gain a realistic appraisal of the problems encountered in central area schools, an understanding of teaching methods which have proven successful, and a greater awareness of the progress being made in the overall educational program.

A Statistical Profile of Racial Distribution

The heavy concentration of racial minorities in the central area of Seattle is one of the reasons for supporting and strengthening a program of intergroup education. Without day-to-day contact with members of minority groups, intergroup harmony suffers from a lack of understanding.

A monograph[1] published by the Seattle Public Schools in cooperation with the Office of Population Research, University of Washington, summarizes some important facts concerning the growth and distribution of minority races in the city of Seattle. The sources of the data in the monograph include tabulations and unpublished transcripts furnished by the United States Bureau of the Census; published reports of the Office of Population Research, University of Washington; historical documents; field observations; and interviews. The monograph is quoted extensively in this section of the guide. School census surveys were made in 1957, 1962, and 1964.

Seattle's combined population of minority races has never exceeded 8.4 percent of the total population. Compared to cities outside the South with populations exceeding 100,000, Seattle's percentage of citizens of minority races is low. In many cities, such as Chicago, Cleveland, Dayton, Indianapolis, and Oakland, more than 20 percent of the total population is nonwhite.

Distribution of Negroes in the City of Seattle

Since World War II there has been a heavy migration of Negroes to large urban areas. In 1940, there were 3,789 Negroes in Seattle; in 1950 the number had increased to 15,666. By 1960 the Negro population numbered 26,901, an increase of over 71 percent since 1950. The increase in the Negro population is continuing.

As in most large cities, the Negroes have settled in certain areas. The Madison Street area, the main center of the Negro community, developed from an historical accident. William Gross, a Negro, had served in the United States Navy in the Orient, under Commodore Perry. He came to Seattle to operate a hotel at the request of Governor Stevens, the first governor of Washington Territory. As hotel owner and labor employer, Gross became familiar with Henry Yesler, Arthur Denny, and other pioneers of Seattle.

Around 1890, William Gross was given a large part of the hill on Madison Street in payment of a debt. When Gross settled on the hill with his family, other Negroes moved into the area. As the years passed and as the Negro population

[1]Calvin F. Schmid and Wayne W. McVey, Jr., *Growth and Distribution of Minority Races in Seattle, Washington.* Seattle: Seattle Public Schools, 1964

increased, areas adjacent to the Madison Street community developed into Negro communities. Several areas in other parts of the city also have become largely Negro communities.

Minority Races Other Than Negro

Although Seattle ranks comparatively low in proportion of Negroes among cities of comparable size, it ranks high for persons of other nonwhite races. In 1960 members of nonwhite races other than Negro totaled 19,627, or 3.5 percent of the population of Seattle.

The Japanese population of 9,351 is the largest minority group other than the Negro group in the city of Seattle. The Japanese community in Seattle is the fourth largest in the country; Los Angeles ranks first, Chicago second, and San Francisco third. Although the original settlement of the Japanese in Seattle centered near Fifth Avenue between Main and Jackson, the Japanese have dispersed throughout the city at a much higher rate than have members of other minority races.

The Chinese population in Seattle increased from 246 in 1880 to 4,076 in 1960. This figure makes the Seattle Chinese community fifth largest on the Pacific Coast. The Chinese settled, in large part, in the area directly south of Yesler Way. The location of Chinatown has remained relatively stable over the years; but, with the increase in its population, there has been a noticeable tendency for the Chinese to disperse into areas north and south of the central part of the city.

From World War II to 1960, the Filipino population has almost tripled in size. In 1960 there were 3,755 Filipinos in Seattle. The center of the Filipino community is approximately one block south of the main part of Chinatown. There are almost twice as many Filipino men as Filipino women in Seattle, and comparatively few Filipinos live in family residential areas.

The growth of the American Indian population, like the growth of other minority groups in Seattle, has been rapid; but Indians have never represented a numerically large element in the city. In 1960 the figure was 1,729. The largest number reside in the southern part of the central segment of the city and in the industrialized area along the Duwamish River. Others are scattered in various parts of the city.

Members of all other nonwhite population groups — Asian Indians, Hawaiians, Koreans, and Malayans—numbered 716 in 1960.

Racial Distribution of Pupils in Seattle Public Schools

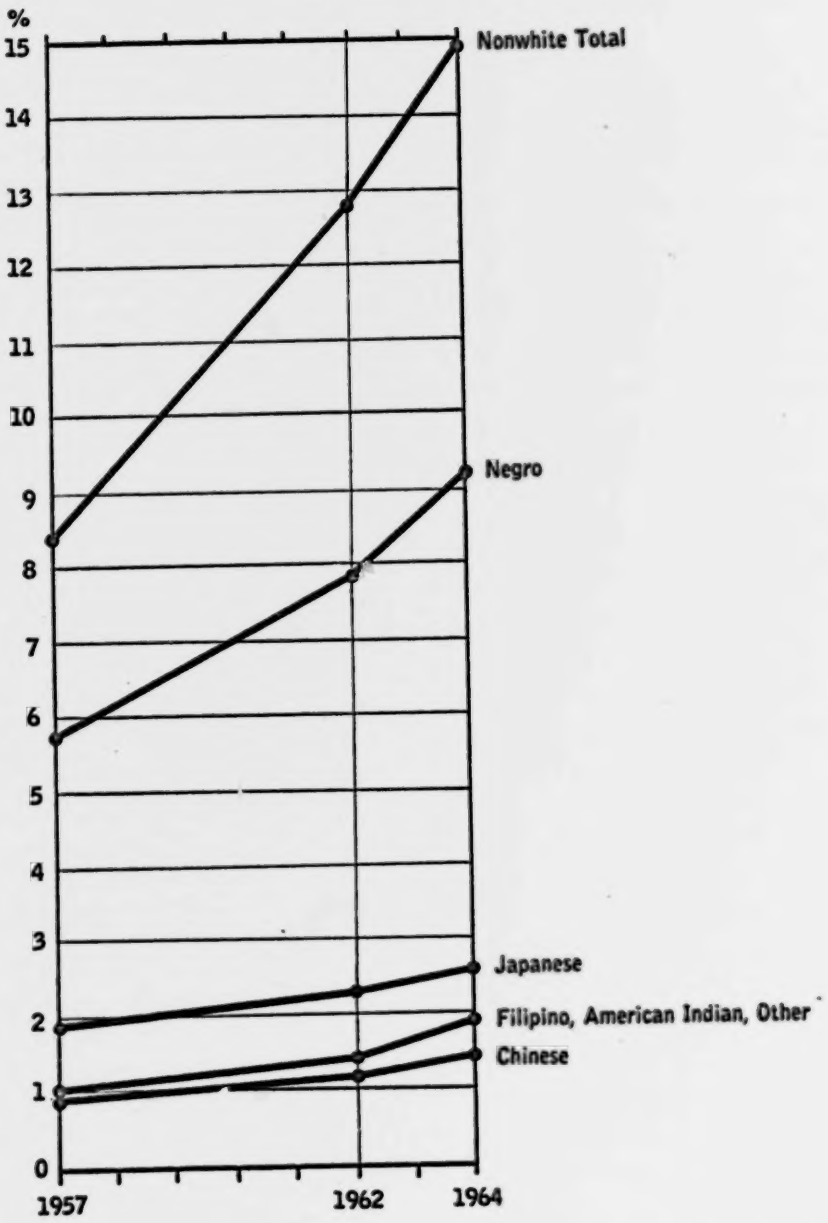
The distribution of racial groups in school-attendance areas reflects the patterning of these groups throughout the city. In 1964, 85.1 percent of the pupils were classified as Caucasian; 14.9 percent of the students were non-Caucasian. It will be recalled that for the total city population (1960 data) 8.4 percent were non-Caucasian.

Of the 94,295 pupils enumerated in the survey in the Seattle Public Schools in 1964, 8,617 or 9.1 percent were Negro; 2,359 or 2.5 percent, Japanese; 1,300 or 1.4 percent, Chinese; 705 or 0.7 percent Filipino; 470 or 0.5 percent, American Indian; and 641 or 0.7 percent, "All Other," which includes Asian Indians, Hawaiians, Koreans, and Mexican Indians.

The 1964 percentage distributions for all racial groups in the Seattle Public Schools reveal some interesting comparisons. Of the 80,203 white children enumerated in December of 1964, 52.4 percent were in elementary school, 22.2 percent in junior high school, 24.6 percent in senior high school, and 0.8 percent in special education. In contrast, of the 8,617 Negro children enumerated in December, 1964, 60.7 percent were in elementary schools, 19.3 percent in junior high schools, 17.0 percent in senior high schools, and 3.0 percent in special education. Although the percentage of Negro children in junior and senior high schools is increasing, there is still a higher percentage of total Negro than of total white children in elementary schools.

In 1964, Japanese pupils showed a distribution similar to the Negro pupils: 58.5 percent in elementary schools, 23.2 percent in junior high schools, 18.1 percent in senior high schools, and 0.3 percent in special education. In the same year, the distribution of Chinese children was 56.5 percent in elementary school, 22.3 percent in junior high school, 20.8 percent in senior high school, and 0.4 percent in special education. Of the 705 Filipino pupils in school in 1964, only 53.3 percent were in elementary schools, the lowest percentage of any minority racial group and only slightly higher than white children. The percentage of children in junior high school was high — 22.1 percent. Of all minority racial groups, Filipinos had the highest percentage of children in senior high school, 23.4 percent. In special education they had 1.1 percent. However, not even the Filipinos had as high a proportion of children in senior high school as the white group, with 24.6 percent.

CHANGE IN PERCENT OF ETHNIC GROUPS
IN TOTAL PUBLIC SCHOOL ENROLLMENT
1957, 1962, 1964



Research Office Graph

American Indian children showed the most unusual enrollment pattern: 69.4 percent were attending elementary schools; 17.9 percent, junior high schools; 8.3 percent senior high schools; and 4.5 percent in special education, the highest of all groups. In comparison with the other groups, both white and nonwhite, American Indians had the highest proportion of children in elementary school and the lowest proportion in both junior and senior high school.

In the "All Other" category, 69.0 percent were in elementary school, 17.8 percent in junior high school, 11.7 percent in senior high school, and 1.6 percent in special education.

All three surveys of enrollment were made in December. From 1957 to 1962 the total school enrollment enumerated increased 5,804 pupils or 6.3 percent, while from 1962 to 1964 it decreased 3,291 or 3.4 percent. When the 1957 survey is compared with the 1962 and 1964 surveys, some interesting trends appear. For example, the rate of change for nonwhite pupils was considerably greater than for white pupils.

The total nonwhite enrollment increased by 3,881 pupils or 45.2 percent from 1957 to 1962, and further increased 1,621 pupils or 13.0 percent from 1962 to 1964. White enrollment increased by only 1,923 pupils or 2.3 percent, and decreased by 4,912 or 5.8 percent from 1962 to 1964.

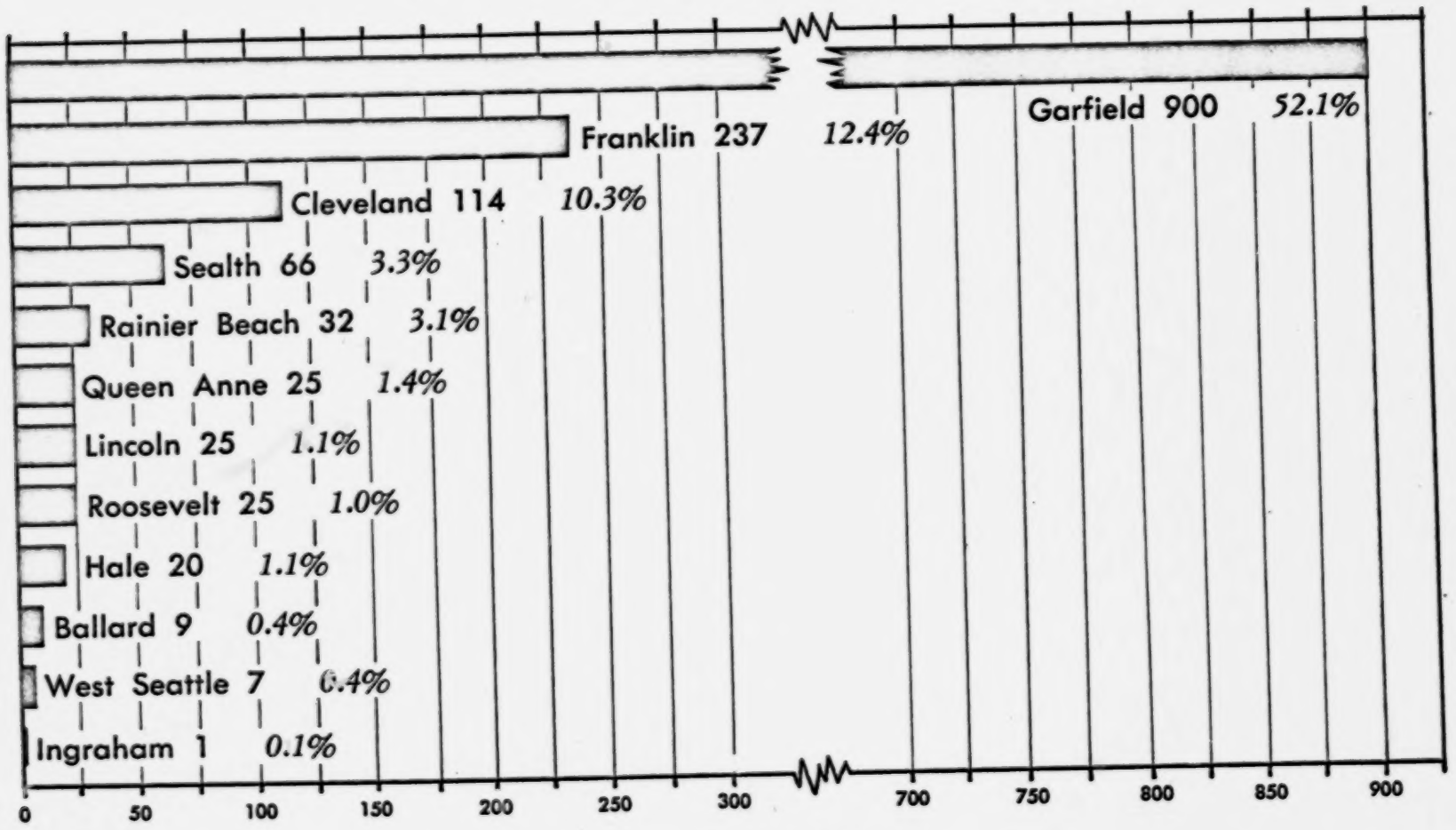
Of the minority groups, Negroes show the largest numerical increases: in 1957 to 1962 an increase of 2,408 pupils or 45.8 percent and in 1962 to 1964 an increase of 946 pupils or 12.3 percent. All other groups showed increases in excess of 40 percent in 1957 to 1962, and in excess of 4.5 percent in 1962 to 1964.

In December, 1962, among the elementary schools, 82.6 percent of the Negro children were to be found in nine schools. There were 36 elementary schools with no Negro children at all. In December, 1964, these same nine schools included 77.2 percent of the Negro children and there were 23 elementary schools with no Negro children at all. In December, 1957, among the 84 elementary schools in existence at that time, 83.7 percent were enrolled in the same nine schools listed above. At that time, there were 41 elementary schools with no Negro children at all.

In 1962, among the 16 junior high schools in Seattle, 87.9 percent of the Negro children were registered in three schools There were two junior high schools with no Negro children at all. There were six junior high schools with one to three Negro children enrolled. In 1964, among the 18 junior high schools (including Rainier Beach), 78.0 percent of the Negro children were registered in the same three schools. Every junior high school has at least one Negro child, there being five schools with one Negro each. In 1957, of the 14 junior high schools which existed at that time, more than 87 percent were registered in two schools.

In 1957, there was one senior high school (Ballard) in Seattle with no Negro pupils. Four senior high schools had the largest numbers of Negro pupils: Garfield, Franklin, Cleveland, and Sealth. During the five-year period, 1957-62, the percentage increase in total Negro enrollment in senior high school was 96.3 percent, and every senior high school had at least one Negro pupil. In 1964, the same four senior high schools have the largest numbers of Negroes. With the one

DISTRIBUTION OF NEGRO PUPILS IN THE SEATTLE SENIOR HIGH SCHOOLS
NUMBER IN EACH SENIOR HIGH SCHOOL AND PERCENT OF EACH SCHOOL'S ENROLLMENT
DECEMBER 9, 1964



Research Office Graph

Negro pupil at Ingraham, every senior high school has one or more Negro pupils.

There is a much greater dispersal of Japanese pupils throughout the city's schools than of Negroes. In 1957, there were 20 elementary schools with no Japanese children; in 1962, there were 7, and in 1964, 11. There are 28 schools in 1964 with one to three Japanese children. Gatzert with 168 and Beacon Hill with 166 have 24.2 percent of all the Japanese children in elementary schools.

In 1957 and 1962, there was no junior high school without a Japanese student but in 1964, Blaine reported none. Two junior high schools, Mercer and Washington, reported 64 percent of all the Japanese junior high school students in 1962, and 57 percent in 1964.

In 1957, two senior high schools (Ballard and Lincoln) reported no Japanese, but in 1962 and 1964 every senior high school reported one or more. The overall increase in enrollment for children of Japanese extraction in all Seattle schools increased 40.2 percent from 1957 to 1962, and 4.6 percent from 1962 to 1964.

The distribution of Chinese pupils in Seattle is very similar to that of the Japanese. In 1957 there were 37 elementary schools with no Chinese pupils, in 1962 there were 29, and in 1964 there were 30. Beacon Hill and Gatzert have continuously had the greatest enrollments of Chinese. In 1957 this was 49.2 percent of the total Chinese elementary pupils; in 1962, 39.3 percent; and in 1964, 36.7 percent.

Two junior high schools, Mercer and Washington, reported the greatest number of Chinese pupils in all three surveys, having 62.4 percent in the 1964 survey. In 1957, seven of the 14 junior high schools had no Chinese pupils at all; in 1962, only one of the 16 junior high schools had none; and in 1964, only two of the 18 had none.

In 1964, there were 270 Chinese pupils in the 12 senior high schools. Of this number 84.1 percent were in three high schools, Franklin, Cleveland, and Garfield. Only two senior high schools, Ballard and Ingraham, had no Chinese pupils.

There were 346 Filipino children enumerated in the 86 public elementary schools in 1962, and 376 in 1964. Of the 376 in 1964, 38.6 percent are in six schools. Four of the 18 junior high schools have no Filipino pupils; 57.7 percent are registered in three junior high schools. There are two senior high schools without any Filipino pupils, and 77.6 percent of the Filipino pupils are in three senior high schools.

In 1964, 34.7 percent of the American Indians in elementary schools were registered in five schools. There were 27 elementary schools with no Indian pupils. More than half (52.4 percent) of the Indian junior high school pupils were registered in four junior high schools and three junior high schools had none. More than half (56.4 percent) of the senior high school pupils were enrolled in three schools and two senior high schools had none.

Racial Distribution of Certificated Employees

The Seattle School District employs, assigns, and promotes teachers on the basis of ability and preparation without regard to race or color. This policy was formally established in 1947. Employment and placement in 1964 of 234 nonwhite teachers and administrators (142 of whom are Negroes) has made the greatest single contribution to social acceptance of Negroes by Seattle white children, parents, and teachers.

In 1964, every senior high school had at least one nonwhite certificated employee. Hale and Chief Sealth each had only one, and the other ten senior high schools varied from two to eight. Two junior high schools had all white certificated employees, four had one nonwhite, and the remaining eleven had from two to six nonwhite teachers. There were also three nonwhite at Pacific School (Special) and four nonwhite in the Adult and Vocational day programs.

The percentage of nonwhite classroom teachers in the three surveys varied as follows: 1957—3.4 percent; 1962—5.8 percent; 1964—6.0 percent.

The Effect of the Voluntary Transfer Program

The racial imbalance in Seattle Public Schools has been partially offset by the voluntary student transfer program initiated by the Board in 1963 and continued in 1964.

Elementary Of the 10 schools receiving Negroes under the transfer program, four had had no Negro students at all in 1962 and three schools had had from one to three Negro students. In 1963, West Queen Anne, with one Negro student, received seven; View Ridge, with no Negro students, received seven; Seward had three and received nine; Sand Point had none and received eight; Alki had none and received one.

Junior High Of the 13 junior high schools which received Negroes, six had had three or fewer Negroes in 1962. Wilson, with no Negroes at all in 1962, received three in the 1963-64 transfer program; Marshall, with three Negro students in 1962, received 11; Eckstein, with four Negro students in 1962, received 14; Hamilton, with two Negro students, received eight.

Senior High In 1962, all Seattle public high schools had one or more Negro students enrolled. West Seattle, with one Negro student in 1962, received three in 1963; Roosevelt, with one, received 15; Rainier Beach, with 13, received seven; Lincoln, with three, received nine; Ballard, with three, received three. Of the 33 receiving schools in the 1963-64 voluntary student transfer program, 20 schools increased their Negro student population by 100 percent or more. These figures do not indicate the more equalized racial balance in the leaving schools, nor do they reflect the influence of the Caucasian transfers who participated in the program.

In 1964-65, the voluntary transfer program continued. More than 525 pupils (double the 1963-64 participation) volunteered for the program in 1964-65. Four additional elementary schools and one additional junior high school are operating as receiving schools in the 1964-65 program.

This completes a brief statistical description of minority groups in the city of Seattle and in the Seattle Public Schools. No data have been presented with respect to religious group distribution, because such information is not available. Although there may be some correlation between ethnic groups and religious preference, it is not expected that the distribution of ethnic groups in Seattle would reflect any significant patterns. In other words, people of various ethnic and religious backgrounds live side by side in the city of Seattle.

Summary

A brief summary of the information contained in the preceding pages highlights some important points relevant to intergroup education. First, there is a growing need for intergroup education. Second, the data presented, when explored, reveal some ideas which should be considered in designing teaching techniques and approaches for dealing with the problem of intergroup understanding.

1. The Growing Need for Intergroup Education
   - A. Although the proportion of minority group members in Seattle is low compared with cities of equal size, never higher than 8.4 percent, the growth of the minority group population far exceeds that of the Caucasians. This increase is reflected, of course, in school enrollment. The implication is obvious. The racial balance in the city of Seattle is not a constant; it is changing, and the change is reflected in school enrollment. In turn,

the problem of the relationship between Caucasians and minority group members is not stable; it grows and, as the problem grows, the necessity for action grows too. Some social problems may continue to be ignored because they remain fairly stable over the years. The relationship between racial groups is not such a problem.

B. Although a large percentage of all minority group members still live in the central area of Seattle, their dispersal throughout the city is increasing. This fact also is reflected in school enrollment. There were fewer schools all Caucasian in 1962 than in 1957 and this trend continued in 1964. The voluntary student transfer program will continue to increase the dispersal of minority-group pupils throughout the Seattle Public Schools. If these trends continue, in the next few years there probably will be no school in Seattle without minority-group members. Teachers who have not been exposed to a classroom situation in which many different racial groups are represented will need to familiarize themselves with the subject of intergroup education.

C. The current heavy concentration of minority groups in the central area and the factors associated with this situation necessitate the continuance of programs of compensatory education.

II. Some Ideas Suggested by the Data Which Should Be Considered in Designing Teaching Techniques for and Approaches to Intergroup Education

A. When compared with cities of equal size, Seattle ranks low in the proportion of Negro population but high in proportion of members of other minority groups. The importance of this fact is that, in the intergroup education program in Seattle Public Schools, attention must be given to children of all minority groups, not just to Negroes, even though Negroes form the largest group.

B. The percentage of the Negro population enrolled in the elementary schools is higher than the percentage enrolled in the secondary schools. The percentages of Negroes in the total school population have been increasing in all three levels since the first racial survey in 1957. The importance of this increase, to intergroup education, is that the necessity for intergroup education in the elementary grades is underlined. In addition, teachers in Seattle's secondary schools must be prepared to adjust to a growing proportion of members of minority racial groups in their classes.

C. The obvious fact that there is a greater ethnic and religious dispersal throughout the city of Seattle and the schools also has relevance to intergroup education. The people of the city have already assimilated groups which differ, and this experience can be referred to for its relevance to the assimilation of all minority groups.

D. Because of the larger attendance boundaries for secondary schools, pupils will have a much better chance of meeting minority-group children in junior and senior high schools than in elementary schools. However, because of the larger numbers of pupils in each secondary school as compared with each elementary school, the pupil's relationship to minority-group members will be more intimate in elementary than in secondary schools. This fact emphasizes the importance of intergroup education in the elementary schools.

An Introduction to the Nature of Prejudice

This entire section of the guide has been reprinted from *Our Greatest Challenge: Human Relations;* Guide to Intergroup Education in Schools, prepared by the State Committee on Human Relations, and published by the Department of Public Instruction, Commonwealth of Pennsylvania, 1962.

The primary purpose of intergroup education is to eliminate prejudice from the minds and actions of school youth. Therefore, it is essential for every teacher to have a basic understanding of the nature, causes, effects, and antidotes to this type of attitude. This section of the guide is not meant to be an exhaustive discussion of prejudice, but its purpose is to give a fundamental introduction to this matter.

A teacher of intergroup education concepts must clearly understand the nature of prejudice. A negative statement about a particular group of persons or a member of a minority group is not per se an expression of prejudice; nor is a statement that those of other groups are different from one's own a prejudiced remark. Prejudice is basically an overgeneralization about members of a given group. It is a prejudgment that remains unchanged by new knowledge. Probably the most complete definition of prejudice has been given by Gordon W. Allport, Professor of Psychology at Harvard University. "Ethnic prejudice is an antipathy based upon a faulty and inflexible generalization. It may be felt or expressed. It may be directed toward a group as a whole, or toward an individual because he is a member of that group."[1] A popular layman's definition of prejudice is that it is "being down on something you are not up on." Allport cites the basic fallacy of prejudice: "There is probably not a single instance where every member of a group has all the characteristics ascribed to his group, nor is there a single characteristic that is typical of every single member of one group and of no other group."[2]

A common corollary of the attitude of prejudice is ethnocentrism. This is the attitude by which one looks with uncritical favor upon the ways of one's own group and judges

[1]Gordon W. Allport, *The Nature of Prejudice.* Cambridge, Mass.: Addison-Wesley Publishing Company, 1954, p. 9

[2]Ibid., p. 103

other groups by the values of his own. The familiar ways of the in-group are not only believed to be right and natural but are often believed to be superior to the less familiar ways of other groups. In its extreme degree, it is believing that the ways of one's group are the best and that the ways of other groups are unnatural and inferior.

To gain a proper perspective on the challenge of intergroup education, the teacher must have some idea of the extent of prejudice. There are several indications of the degree of prejudice among young adults and adults in the United States. In a 1950 poll of 3300 high school students from all regions of the United States, 31 percent of the boys and 27 percent of the girls answered "yes" to the question "Is the Negro a member of an inferior race."[1] As for the extent of anti-Semitism in this country, the findings of public opinion polls of a cross section of the United States put estimates of anti-Semitism at between 10 to 50 percent of the population.[2] Allport summarizes the extent of American prejudice by estimating that ". . . four-fifths of the American population harbor enough antagonism toward minority groups to influence their daily conduct."[3]

A common misunderstanding is that prejudice is a problem of the majority group not shared by the minority group. However, studies have shown that minority groups as well as majority group members have stereotypes about others and about their own group.[4] Allport asserts that several studies have shown that there is greater average ethnic prejudice among Negroes than among white people.[5] One study cited compared the attitudes of white and Negro college students, high school students, and adults regarding their willingness to have varying degrees of association with 24 different racial, religious, and nationality groups. The study revealed that in each comparison the whites were agreeable to closer association with each of the groups named than were the Negroes.[6] Other studies have confirmed the existence of prejudice among Jews, even in the form of anti-Semitism.[7] The problem of prejudice, therefore, is a problem common to all segments of the school and community population.

How early intergroup education should begin depends to a great extent on how early prejudice develops in the growing child. It is correctly assumed that no child is born prejudiced and that prejudices are acquired in the process of socialization.[8] However, the extent of racial awareness and intergroup rejection in very young children is often underestimated. As early as age two-and-a-half, children are aware of racial differences and begin to associate darker skin color with being "dirty."[9] Dr. Kenneth B. Clark, Associate Professor of Psychology at City College of New York, and his wife studied the attitudes of 253 Negro children, ages three to seven, from a segregated southern school and an integrated northern school. They found that when these Negro children were asked to choose the doll that "looks bad," between a white and colored doll, 59 percent chose the colored doll. This attitude of rejection of one's own color was further illustrated by the fact that 42 percent of these children chose the white doll as "the doll that looks like you."[1]

By age 12, behavioral rejection replaces verbal rejection.[2] At about the fifth grade, the choosing of individuals of other races or ethnic groups as playmates or to sit beside in class disappears.[3] The problem of prejudice, therefore, both in terms of attitude and behavior begins as early as the elementary school grades and even earlier.

The most serious aspect of prejudice is its effect upon the members of those groups toward whom it is directed. Prejudice is often expressed in discrimination against other groups, in acts of segregation and, in extreme forms, physical attacks against their person and property. Less extreme expressions are exemplified by jokes and name-calling. Needless to say, whatever its expression, prejudice takes a serious toll on the personality of its victims. The attitude and behavioral consequences of prejudice on minority-group members have been extensively discussed by sociologists Simpson and Yinger and Allport. They caution that not all behavior of minority-group persons is a result of prejudice or discrimination against them, that much of it is a consequence of their social class status.[4] However, aside from social status influences, they indicate that prejudice develops precisely those qualities of behavior that the dominant group dislikes.

At the level of attitudes, the expressions of prejudice have the following varieties of consequence on their recipients:

1. Feelings of insecurity, often expressed in hypersensitiveness
2. An inferiority complex, often to the extent of self-hate
3. Feelings of superiority, which take the form of increased prejudice, not only toward the dominant group but against other minorities and even the members of one's own group[5]
4. A "chip-on-the-shoulder" attitude, or overaggressiveness

The resulting attitudes developed by prejudice express themselves in distinct kinds of behavior of the following types:

1. Resignation and passivity, including the lowering of aspirations and motivation, as protection against further frustration
2. Symbolic status-striving, that takes such forms as flashy displays of jewels, clothes, and automobiles; clowning; and other forms of exhibitionism
3. Clannishness
4. Aggression toward the dominant group, other minorities, and one's own group, that among lower socioeconomic classes often takes the form of physical aggression
5. Neuroticism and, in its extreme, mental illness

Dr. Clark adds that "These personality patterns seem to be formed early — by six or seven years of age.[6] In short, the interest of the school in promoting mental health, in developing the ability of students to their fullest, and in improving the behavior of all students requires a positive concern and program of combating prejudice and its various manifestations.

Any program directed at prejudice, whether in or outside of the classroom, must begin with an accurate understanding of the causes of these antipathies. As for prejudice being in-

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[1]G. W. Allport, Op. cit., p. 77
[2]Ibid., p. 75
[3]Ibid., p. 78
[4]Ibid., p. 198
[5]Ibid., p. 154
[6]J. S. Gray and A. H. Thompson, "The Ethnic Prejudices of White and Negro College Students." *Journal of Abnormal and Social Psychology*, 1953, 48:311-313
[7]George E. Simpson and J. Milton Yinger, *Racial and Cultural Minorities: An Analysis of Prejudice and Discrimination*. New York: Harper and Brothers, 1953, pp. 304-307
[8]G. W. Allport, Op. cit., p. 324
[9]Ibid., p. 302

[1]G. E. Simpson and J. M. Yinger, Op. cit., p. 190
[2]G. W. Allport, Op. cit., p. 310
[3]Ibid., p. 309
[4]G. E. Simpson and J. M. Yinger, Op. cit., p. 163
[5]Ibid., p. 203
[6]Kenneth B. Clark, "How to Protect Children Against Prejudice." *Child Study*, Spring 1951

evitable, Simpson and Yinger point out that "It is now universally agreed among scientists that there are no innate antipathies toward the members of different racial, national, religious or other groups."[1] These two sociologists describe prejudice as a product of three basic factors — personality need, intergroup competition and conflict, and culture itself.[2]

Prejudice is first a manifestation of the functional needs of personality. This is particularly true of persons living in a socially mobile and competitive society such as the United States. Where millions are unable to share in the materialistic rewards which every American is led to expect, extensive frustration and anxiety are the consequence.[3] Frustration does not always lead to aggression, hostility, or prejudice toward a particular group; but frustration does make one more susceptible to becoming prejudiced.[4]

There are other personality needs served by prejudice. To project one's own failures onto a scapegoat eases the guilt feeling from these personal failures.[5] To express feelings of rejection toward members of the out-group gives the individual a stronger sense of belonging and social status in his in-group.[6] To describe the shortcomings of other persons temporarily enhances one's own self-esteem.

Prejudices and stereotypes also help the individual to "understand" more quickly and to catalog the endless kinds of situations that he faces in the world, helping him to decide upon appropriate responses to these situations.[7] This stereotyping of persons in a given group also helps to rationalize the individual's attitude and conduct toward them.[8]

The second main function of prejudice is to aid in the intergroup and interpersonal competition for the economic and political rewards of income, prestige, and power.[9] In the competition between Oriental and "native" white labor on the West Coast of the United States, prejudice against these newcomers served the purposes of this conflict. In the struggle between rival politicians in the deep South, anti-Negro and pro-segregation pronouncements often appear to be prerequisites to winning elections.

Equally as powerful a source of prejudice as competition and personality needs are the traditions of the culture itself. Although a maladjusted and neurotic personality may predispose a person to be prejudiced, a well-adjusted individual can be prejudiced. As pointed out by Dr. Gerhart Saenger, Assistant Professor of Psychology at New York University, a well-adjusted person can be expected to exhibit about the same amount of prejudice as his parents and his subculture.[10] This stems from the fact that every individual is more or less dependent on the approval of members of his culture or primary groups for his satisfactions in life. Therefore, if such expressions of prejudice, discrimination, and segregation are considered normal social behavior in his groups, he can be expected to conform to these practices and prejudices.[11] An early researcher of prejudice concluded, "Attitudes toward Negroes are now chiefly determined not by contacts with Negroes, but by contact with the prevalent attitude toward Negroes."[1] These cultural attitudes are conveyed by the mere observance of and participation in a pattern of discrimination or segregation.[2]

The power of this cultural influence is illustrated by the fact that even people with a substantial degree of prejudice have been found willing to participate voluntarily in unsegregated situations when their fellow participants seem to indicate that such participation is appropriate and accepted.[3] Much of prejudice is a blind conformity to prevailing folkways rather than serving any functional purposes.[4] Likewise, it is the influence of culture that determines the appropriate expression of prejudice and the groups against whom it is directed.[5]

Once the causes of prejudice and discrimination are clearly understood we can proceed to an assessment of effective antidotes to this intergroup hostility. It has been widely assumed that the mere acquisition of more education as it has been conducted in our schools will reduce the level of prejudice. In 1961 Dr. Charles Herbert Stember, Chairman of the Department of Sociology, Rutgers University, completed a study of the effect of education per se on prejudice. He studied the data derived from surveys of the American Institute of Public Opinion (Gallup poll), surveys by the National Opinion Research Center of the University of Chicago, studies by the Elmo Roper organization, the nationwide study of religion and prejudice conducted by Ben Gaffin Associates, the Cornell studies on intergroup relations and the series of studies on prejudice conducted by the Opinion Research Corporation.[6] The conclusions of this study include the following statements: "There is little evidence that schooling consistently causes stereotypes to be rejected, or that the educated are less prejudiced or discrimination-minded in their personal lives."[7] ". . . On many issues, the educated show as much prejudice as the less educated, and on some issues they show more."[8]

Dr. Stember finally concludes, "Merely raising the educational level will not necessarily reduce prejudice against minorities."[9] This is not to say that education cannot be a powerful force against the development of prejudice. It is only to assert that education, as it has been traditionally carried on, cannot be expected to constitute adequate intergroup education. The need is for the appropriate kinds of education, rather than for the mere increase in the number of years our citizens attend school.

The many kinds of techniques and activities that are effective antidotes to prejudice, as described in this Guide, are too numerous to evaluate in this section. However, one particular technique cited by many observers of the problem deserves discussion here. Allport, Saenger, Clark, Simpson and Yinger have all pointed to the important influence of interpersonal contact across group lines as an effective antidote to prejudice. The Cornell University studies of intergroup relations cited 14 different research surveys involving about 6,000 persons as confirming that contact between individuals of different groups,

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[1]G. E. Simpson and J. M. Yinger, Op. cit., p. 156
[2]Ibid., p. 67
[3]Ibid., p. 93
[4]Ibid., p. 82
[5]Ibid., p. 72
[6]Ibid., p. 84
[7]Ibid., p. 83
[8]G. W. Allport, Op. cit., pp. 191-192
[9]G. E. Simpson and J. M. Yinger, Op. cit., p. 66
[10]Gerhart Saenger, *The Social Psychology of Prejudice.* New York: Harper and Brothers, 1953, p. 135
[11]Kenneth B. Clark, *Prejudice and Your Child.* Boston: The Beacon Press, 1955, p. 68

[1]Eugene L. Horowitz, "Development of Attitudes Toward Negroes." *Archives of Psychology,* No. 194, 1936, pp. 34-35
[2]K. B. Clark, Op. cit., p. 29
[3]John P. Dean and Alex A. Rosen, *A Manual of Intergroup Relations.* Chicago: University of Chicago Press, 1955, pp. 58-60
[4]G. W. Allport, Op. cit., p. 12
[5]G. E. Simpson and J. M. Yinger, Op. cit., p. 159
[6]Charles H. Stember, *Education and Attitude Change.* New York: Institute of Human Relations Press, 1961, p. 5
[7]Ibid., p. 171
[8]Ibid., p. 168
[9]Ibid., p. 180

whether youth or adults, reduced prejudice in both the minority and majority group individuals.[1]

Two of the key studies of the effect of intergroup contact also indicate that such contact reduces prejudice whether the contact is voluntary or required by law, court, or administrative decision.

The first study was conducted by the Research Branch of the Army's Information and Education Division concerning the attitudes of white officers and noncommissioned officers in Europe before and two months after Negroes were first integrated into white companies. It was found that after only two months of such integration, which included living, working, and eating together, 77 percent of these officers were more favorable, and none less favorable, toward having Negro soldiers in their companies. The Army's similar survey of white enlisted men found that in those divisions with Negro soldiers, only seven percent of the white enlisted men were opposed to the proposal that Negro platoons be brought into their companies. Of the men in divisions with no Negroes, 62 percent were opposed to Negroes being brought into their companies.[2]

The second key study of the effect of integration on attitudes concerned the tenants of public housing projects. Deutsch and Collins studied the changes in attitudes of white tenants toward Negro tenants in two racially integrated public housing projects. They found that the integrated living pattern created "More frequent and more extensive favorable attitudinal change toward the Negro people in the project and also toward Negro people in general."[3]

The fundamental effect of ending segregation, as cited above, is that it makes possible the interpersonal contact that is one of the most effective kinds of education against prejudice. As Allport observes, "When discrimination is eliminated, prejudice . . . tends to lessen."[4]

A few words need to be added concerning the characteristics of intergroup contact that will lessen prejudice. Some circumstances exist under which intergroup association can increase rather than decrease intergroup hostility. The available evidence clearly indicates that casual contacts do not dispel prejudice, but are more likely to increase it.[5] The reason is that under such conditions the contact is not sufficient to counteract the stereotypes that the individuals bring to the situation. Only those traits are perceived that confirm the individual's prejudices. Contacts that are laden with tension are likewise apt to increase hostile attitudes. This is particularly the case where both groups lack status and, therefore, attempt to use the contact situation to gain status at the expense of the other group.[6]

As for the qualities of contact that lessen prejudice, Allport asserts that the groups should meet on terms of nearly equal social and economic status.[1] There should not be great differences of social class, occupation, or educational levels.[2] The purpose of the contact should be to work together and accomplish common interests and objectives. Mere getting together to get to know each other is not the most productive kind of association. The resulting association and cooperation must prove to be a pleasant and rewarding experience.[3] Such contact should also show minority-group members in roles that are not usually associated with them to dispel the usual stereotypes.[4] Recognizing that intergroup association like any other educational technique has its limitations, such intergroup contact, whether voluntary or involuntary, has proved to be very effective in reducing intergroup hostilities.

From this analysis of prejudice come clear implications for the classroom teacher — particularly, the teacher concerned with education for democracy. The more significant implications are:

1. Adults are not the only ones who are prejudiced. Children, too, even of kindergarten age, have begun to develop stereotypes and patterns of rejection based upon group membership. Even minority-group children are not immune from these antipathies. For these reasons, intergroup education emphasis must begin early in the school life of children regardless of their group status.
2. Traditional education has not proved to be an effective answer to prejudice. Education for attitude change is necessary.
3. Since personal frustration increases the susceptibility to prejudice, teachers should minimize the experience of frustration and failure of all their students. Effort, progress, and contributions, as well as grades, need to be praised and rewarded, so that all pupils have a sense of belonging and of acceptance in the classrooms and in student groups.
4. Since prejudice is often an attribute of a well-adjusted person in a discriminatory society, the teacher must develop in each child those independent habits of respect and appreciation for individual merit, regardless of group membership.
5. Prejudice develops, in part, as an attempt to rationalize the status quo of discrimination and segregation. The challenge is for teachers to help pupils understand that these are patterns of undemocratic practices rather than evidence of group inferiority.
6. Any kind of discrimination or segregation makes impossible one of the most effective antidotes to prejudice — meaningful person-to-person contact across group lines. It is imperative, therefore, that teachers and school administrators alike continually appraise the practice and patterns of student association to ensure that there is no vestige of discrimination or segregation in the school, classroom, or in extracurricular activities.

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[1] J. P. Dean and A. Rosen, Op. cit., p. 8
[2] Arnold M. Rose (Ed.), *Race Prejudice and Discrimination: Readings in Intergroup Relations in the United States.* New York: Alfred A. Knopf, 1951, p. 547
[3] Ibid., p. 564
[4] G. W. Allport, Op. cit., p. 472
[5] Ibid., p. 263
[6] G. E. Simpson and J. M. Yinger, Op. cit., p. 672

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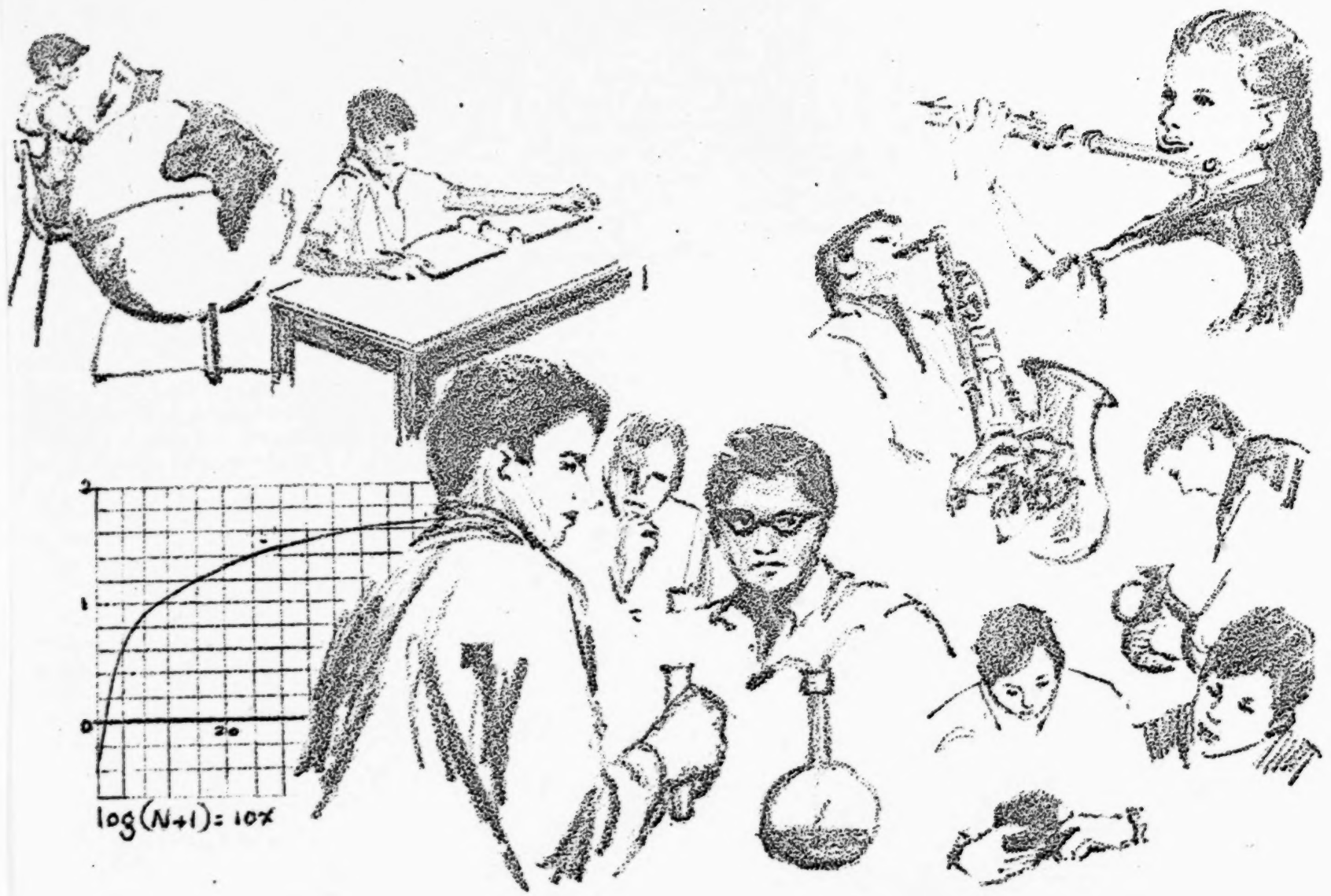
[1] G. E. Simpson and J. M. Yinger, Op. cit., p. 671
[2] Ibid., p. 675
[3] G. Saenger, Op. cit., p. 214
[4] G. E. Simpson and J. M. Yinger, Op. cit., p. 675



Curriculum Areas and Intergroup Education

Intergroup education will be increasingly emphasized in all classrooms through the various curriculum areas. It is appropriate that intergroup education concepts be integrated into the existing curriculum. It is appropriate because intergroup education means understanding and acceptance of concepts and attitudes which develop naturally from the subjects being taught. Intergroup education should not be isolated from the normal curriculum — if it were, it might be thought of as nothing more than a fad and the efforts in that direction would be ineffective.

Intergroup education is not a subject but an emphasis — an emphasis on concepts which promote intergroup understanding and harmony. *The essential task of the teacher is to recognize opportunities to emphasize these concepts as they reveal themselves naturally in the various subjects already being taught.*

In this section of the guide suggestions are given for the integration of intergroup education concepts in each curriculum area in both the elementary and the secondary schools. Some of these suggestions may prove more productive than others. The teachers will need to be selective in choosing suggestions and in adapting them to specific classroom situations. The amount of work necessary to incorporate each suggestion depends on the nature of the suggestion. It should be kept in mind, however, that teachers are being asked to emphasize concepts which promote intergroup harmony and understanding, not to create additional teaching units.

Mathematics

Mathematics is a science and, as such, deals basically with observable, incontrovertible facts. Therefore, the field of mathematics offers common ground for understanding among people of diverse racial and religious backgrounds.

The following suggestions are made to help emphasize intergroup education in the curriculum area of mathematics.

Elementary:

1. Study the variety of systems of weights, measures, money, and calendars used in other lands.
2. Learn the national origins of various contributions to mathematics and of the people who have made those contributions.
3. Make a collection of the various kinds of money or stamps used in the world—point out similarities as well as differences.

Secondary:

1. Point out the group origins of persons who contributed to the development of the science of mathematics.

2. Study the historic development of mathematical concepts as seen through the contributions of various racial and cultural groups, such as the Romans, Chinese, Egyptians, Hebrews, Greeks, and Indians.
3. Study various modes of measurement developed by different cultures; for example, calendars, weights, money, and the reasons for the differences among them.
4. Use data on various cultural groups or intergroup problems in applying statistical methods; for example, populations, occupations, and incomes.

Music

No language is required to understand music; therefore this subject is especially appropriate for understanding people of diverse cultures. As music is creative expression given form, understanding the music of diverse cultures develops an understanding of the emotional life of a people, an understanding which cannot be attained through objective analysis alone.

The act of listening or creating music contributes to intergroup understanding because the pupils share an emotional experience. Through such sharing, the emotional isolation of individuals is merged in a recognition of mutual feelings and understandings.

Music lends itself to intergroup education in many other ways. As it offers an outlet for creative talent and rewards this talent with recognition, talented individuals are valued regardless of race or religion.

Through his interest in music, the pupil extends his horizons as he seeks more and new musical experiences. In so doing, he makes new friends who share his interests.

Both techniques and materials for teaching music can facilitate intergroup understanding. In ensemble singing, individual pupils are made aware of their responsibilities toward achieving a common goal; each pupil must learn to be a functioning member of the group. Music provides children with a variety of creative experiences to develop their imagination and self-confidence and to encourage their appreciation for the efforts of others.

Elementary:

1. Use song material at each grade level: American folk songs, folk songs of other countries, and songs representative of various ethnic groups. Songs in Spanish and/or other foreign languages may be used.
2. Include in the listening program recordings of songs and instrumental selections from various nations.
3. Include other aspects of music in the elementary grades: a study of the development of musical instruments; a survey of the musical instruments used in various countries peculiar to specific ethnic groups.

Secondary:

Some of the suggestions mentioned under "Elementary" might also be incorporated in the secondary-school program.

1. Discuss the contributions to music by various individuals of diverse cultures, races, religions.
2. Listen to compositions on similar themes by composers of different origins; for example, love, happiness, religious expression.

Industrial Arts

Industrial arts assists in the discovery and development of personal aptitudes, interests, creative ability, self-reliance, sound judgment, and resourcefulness through problem solving and self-expression in an industrially oriented environment. This curriculum area helps prepare individuals to meet the requirements of living in a technological culture. To do this, the pupil must understand his own technological culture and the interdependency of other cultures with his. From this general objective, several suggestions relevant to intergroup education can be developed, some of which are already in practice:

1. Teach pupils how to lead and how to follow in classroom situations, regardless of race, creed, color, or national origin.
2. Discuss the tools, both primitive and modern, that contribute to our present technology. Study both their origin and their development.
3. Show how raw materials for manufacturing are gathered worldwide. Study the locality, method of procurement, and transportation. Stress the interdependence of diverse peoples and cultures.
4. Teach pupils to respect craftsmanship, a universally respected quality which knows no racial or religious boundary lines.
5. As in music and art, place emphasis on the development of the potentialities of the individual regardless of race or religion; thus reinforce the ideal of an individual being valued for what he is rather than what we think he is.

Social Studies

From the first day in Kindergarten, when the teacher begins to establish patterns of behavior among classmates, until the final day in Grade Twelve Contemporary Problems class, one of the objectives of social studies is to develop attitudes and understandings which contribute to good intergroup relations. To achieve this goal, the social studies curriculum offers a planned sequence of study.

This sequence begins with the study of family, home, and community. Here the child learns the nature and degree of his individual responsibility for living harmoniously with those who live close to him. In succeeding years he is taught the historical heritage of our country and the manner in which many cultures have blended to enrich American life. At certain places in the curriculum, other lands and other cultures come under consideration and the interdependence of peoples and areas of the world becomes apparent. Here, too, the pupils learn to recognize similarities found among all people and to appreciate their differences. Throughout all social studies courses, teachers work to instill respect for the basic traditions of freedom as expressed in our Bill of Rights and to develop a wholehearted acceptance of the responsibilities of citizenship in a democratic society.

Elementary:

1. Emphasize respect for differences among racial or religious groups as well as for similarities. This approach should deal initially with those races and religions with which the children are already familiar.
2. Stress the interdependence of people of different socio-economic groups for the goods and services necessary for living.
3. Provide experiences in which pupils meet differences in culture, national origin, and skin color under favorable circumstances so that they come to accept these differences as right and good.

Secondary:

1. In studying the people of America and our community, emphasize such questions as these: "Where did these groups settle?" "What problems did they encounter?" "What adjustments did they make to gain acceptance?" "What contributions have they made to this country and community?"

xamine the nature of prejudice in the United States istorically and in terms of its effect on the political, conomic, social, and sectional development of the ation. In addition, examine the effect of prejudice in ıe United States on this country's international re- .tions.

Art

Seattle Public Schools art is viewed as a universal communication. It is considered a means of offering experience, a means of self-expression for the indi- pil. The emphasis is on the creative and technical the individual pupil regardless of his racial or re- ckground. Because of this emphasis, art offers all opportunity to excel and be recognized on the basis rather than race or religion. A survey of the history l confirm this statement.

h exchange exhibits of student works between d cities of similar size in foreign countries, pupils are) similarities and differences in ways of working and ough the pupils' own selection of subject matter. the object of the exchanges is to show good examples ative and technical ability of individual pupils.

ajor art experiences such as painting, ceramics, sculp- drawing are offered to pupils on all levels of their differing mainly in the complexities and the increase al proficiency and understanding), no provision will o categorize differences between grade levels in ap- ergroup education suggestions.

visiting artists with varied racial backgrounds as ters and demonstrators in art teachers' meetings.

ıss differences and similarities between racial and ious groups as expressed through art exhibits.

de representation of minority groups in displays of s of art which purport to represent communities of le.

e personal biographies of famous artists who are rity-group members.

inue to emphasize the importance of talent and ical proficiency in rendering an art object.

Foreign Language

roach to intergroup understanding often begins in- rough knowledge of the language of foreign groups. ating with foreign peoples through their language tter understanding of representatives of these groups · own community.

e Public Schools, pupils begin the study of a foreign n Grade Three. The early beginning of a foreign ıas the particular advantage of helping young chil- op an empathy for their peers who have language al differences. The attitude of these adults-to-be is ward human relationships as they tend to identify foreign counterparts in communicating about such terests as family, friends, and activities. The children first insight into cultural attitudes in this break- verbal isolation. They build a foundation for inter- derstanding which can be carried over into the) between diverse racial and religious groups within mmunity through recognition that all people have ic needs and desires.

ıry:

lize cooperative group activities:

) Creating dialogues, playing roles in the second language demonstrating intercultural understanding

(b) Interviewing native-speaking members of the community

(c) Engaging in play and discussion with native-speaking children at school

(d) Participating in field trips to community cultural representations such as the Bon Odori Festival

(e) Arranging hall and room displays appropriate to ethnic and cultural groups: crafts and industries, costumes, home life

(f) Establishing a "Culture Corner" in the classroom utilizing costumes, crafts, posters, books, tapings from various countries

(g) Viewing for discussion slides, films, and filmstrips with sound tracks in the second language

(h) Planning and presenting a foreign meal, with parent help

(i) Planning and presenting to parents a program in the second language

(j) Listening to and learning folklore, songs, poetry of a foreign country

(k) Playing games, doing folk dances of a foreign country

(l) Planning and preparing tapes for foreign exchange—tape pals

2. Utilize individual activities:

(a) Corresponding with children of schools in foreign countries

(b) Using the "Buddy System" to help new children of foreign extraction

Secondary:

1. Where appropriate, use the suggestions mentioned for the elementary grades.
2. Use exchange students and teachers as resources.
3. Talk with American students returned from abroad.
4. Have the Spanish class view the film, "The Cadillac," a penetrating study of a Mexican family and community in California.
5. Arrange for "talking outs" of preconceived notions of people of other cultures; discredit stereotypes.
6. Arrange for pupils to participate in community group activities; such as, Steuben Society, Cercle Francais, Borscht Blast, Pan American Week.
7. Plan and present intercultural assemblies.
8. Prepare intercultural programs or arrange for program speakers for Parent-Teacher Association, Boys' Club, and Girls' Club.
9. Carry on an exchange of tapes of classes studying the same foreign language between schools with high minority-group and high majority-group representations. Emphasize similarities in the learning of a foreign language in all schools in the city.
10. Discuss attitudes, cultural patterns, and philosophy of foreign peoples as expressed through their current literature. Comparisons might be made with literature of representatives of that racial group who were born and reared in America, to point out the common influence of America on all racial groups.
11. Assess cultural contributions of native peoples of target language to world civilization.
12. Guide students to make a systematic study of the origins of words in the English language; emphasize the interaction of diverse cultures in the evolution of the English language.

Business Education

The major purpose of business education is to provide the knowledge every person needs to manage competently his own personal business affairs and to understand the structure and the operation of our business and economic system well enough to perform the duties of a good citizen. The other objective is vocational education—to provide the skills, knowledge, and attitudes needed for a business career.

To accomplish these objectives, it is recognized in each business class that all students, regardless of ethnic, racial, cultural, social, religious, or economic background, learn in fundamentally the same way. They all imitate, propose, plan, think, reason, experiment, generalize, and draw conclusions. And all of these students have the same fundamental need for belonging, status, recognition, success, love, understanding, security, and a feeling of adequacy.

The program of classroom activities is varied in nature but related to common interests so that everyone can do something pertinent and necessary for the common purpose of the group. Varied activities, varied contributions, and varied levels of performance are the normal and expected in the business education classes. The many different ways in which students are taught and in which their needs are met are observed by the teachers and the students.

The vital roles of human relations and ethics are emphasized in all business classrooms not only because of their importance to business but also because of their importance to the success of the individual as a citizen whether or not he is engaged in a business career.

In business education classes, pupils get early training in intergroup understanding in work situations which approximate those in the community. For example, in the Office Practice and Office Machines classes the environment for experiencing human relations in a working situation is provided.

Home Economics

Education in home and family living, an area of public school responsibility, is no exception in the process of intergroup education. On the contrary, because the subject matter is so close to the pupils, so familiar to them (eating habits, clothing customs, and so on), home economics is an excellent curriculum area in which to emphasize intergroup understanding and harmony. It has a contribution to make to intergroup education through the school years and carries on into adult life as well.

Specific but brief and limited suggestions for what might be included as well as what is already being done in classrooms are listed below.

1. Recognize and use in the foods-laboratory situation the cultural, religious, and regional differences in family food patterns to enhance the appreciation one group feels for another. The practice of using foods of different regional groups in setting up meal patterns is a very effective way of teaching appreciation of others' values.
2. Plan and use special family festivities of various interracial groups as a basis for teaching how families of many countries celebrate their holidays together.
3. Make a collection of clothing used by regional or national groups and use it as a basis for understanding and appreciating reasons for differences in clothing materials, styles, and trimmings.
4. Collect and display on educational bulletin boards examples of the housing used by various peoples. These displays may serve as a basis for initiating a housing survey in a nearby community. How do people live? What are their housing problems?
5. Enroll boys and girls of varying backgrounds in the same classes to work together on management content. These classes might well be in senior high school to insure enough maturity for effective work on income management, consumer buying, and the like.

Health, Physical Education, and Recreation

An historical precedent for minimization of racial and religious differences among peoples can be found in the advent of the ancient Olympic Games. Special truce periods were provided to allow sports competition between individual representatives of various nations. The spirit of the Olympic Games is still an influential force in public-school sporting activities. The development of skills and abilities of the individual, irrespective of his creed or color, has always been an integral part of the physical education program.

Enjoyment of an activity has in itself been a means of developing social understandings. Physical activity has a universal language. Many sports and games are common to many nations. These areas of communication through physical activity vary from basic calisthenic movements, tumbling, and gymnastics to the intricate skills of soccer, basketball, baseball, volleyball, tennis, and badminton. Each activity requires teamwork, thereby teaching mutual respect.

Some suggestions for insuring or enhancing intergroup education in both elementary and secondary school programs are these:

1. Continue to practice choosing team leaders and organizing team activities without regard to race or national origin.
2. Have students take part in folk dances and games of various ethnic groups.
3. Provide an extensive program of intramural athletics so that the maximum number of students can participate and can share in the rewards of the individual's or team's accomplishments.
4. Encourage students to learn habits of cleanliness, neatness in posture and grooming, and personal dignity; these are important to acceptance within a group.

Science

In the study of science, pupils are taught to find explanations for things that happen, explanations based on facts and the evidence resulting from experiments. This approach to acquiring knowledge tends to influence pupils in their approach to other problems. Pupils trained in logical thinking tend to avoid basing their ideas of people on stereotypes, hearsay, and gossip. Increasingly, they become reluctant to allow themselves to be swayed by the prejudices of others.

In biological science, pupils discover the great variety in nature: that no two living things are exactly alike although they may be of the same genus or even of the same species. Pupils so trained easily discover that there are many different kinds of people as well. Man has been present on earth for thousands of years, living under the conditions of a variety of habitats widely separated from one another; it should be expected, then, that different races, languages, and customs would emerge.

One of the lessons science teaches is the interdependence of all units of the environment, including man. For instance, children are brought early to the realization that science is not the property of any one nation; science is international in scope, and its origin is in the distant past of mankind. Even young children can be brought to realize that the discoveries of one man have frequently been based on the discoveries of someone else who lived in a different part of the world and

even during a different period of time. They learn how scientists have cooperated in discovering truths.

In Grade Seven, pupils are introduced to the history of science. They learn the contributions of all peoples, past and present, toward the common good of today. Using problem-solving methods in the laboratory, the seventh grader learns to appreciate his classmates' contributions to the solution of a problem as well as the variety of solutions that can be obtained for any one particular problem. Having learned the values of group cooperation in the classroom, he can more easily see the effect and need for all mankind to pool their efforts in the solution of the great problems of humanity.

In Grade Eight, the relationship of the earth to a solar environment is taught. The contribution of all men toward this fund of knowledge is stressed, as well as the cooperation and contribution internationally, interracially, and individually in today's search for truth. The eighth grader is involved also in the study of human anatomy and physiology; this study carries with it increased understanding of the physical uniqueness of man in his environment.

In Grade Nine, the study of man's behavioral relationship to his environment points up emotional-versus-rational behavioral patterns, the lack of substance of superstition, the baselessness of prejudice, and the danger of thoughtless propaganda. This study also becomes the background for exploring the myth of racial superiority.

At the senior-high-school level the program follows the more disciplinary approach. In biology, a study of the prehistory of man helps the student to understand the common ancestry of all mankind, the relative unimportance of the differences between races in comparison with the many similarities. In chemistry and physics, there is continuing emphasis upon the contributions of all mankind to the present and future status of this planet.

English Language Arts

Intergroup education is an intrinsic part of the English language arts program, Kindergarten through Grade Twelve, and is an emphasis in every effective English language arts classroom. From the five-year-old who learns to bring his chair quietly in order to be one of the group listening to the fascinating story read by the teacher—to the high school student who comes to recognize the immeasurable difference between saying "I differ with you" and "I differ with the point you just made"—the opportunities are myriad for teaching respect for individual personality, one's own and that of others.

The reading, listening, speaking, and writing activities of the English language arts classroom create a situation where intergroup education develops naturally. The atmosphere of the English classroom is all important. The climate must be such that each pupil senses that whatever he says or writes is respected by the other class members—although not necessarily agreed with. This atmosphere of mutual respect, of appreciation of the thoughts expressed by others, of constructive criticism, of recognition of the interrelationship between the rights of the individual and the rights of the group does not come through preaching nor does it come through repressive measures. This atmosphere—the only atmosphere in which real learning of the language arts is possible—emerges gradually under the guidance of intelligent and sensitive teaching. In the primary rooms, such comments as these help: "Notice how clearly Tommy wrote his name!" "Did you hear the new word that Susy used in her talk?" With older students, the same spirit is fostered with remarks such at these: "Bill's account of life on the farm is surely an eye-opener to us city folk." "Cheryl's interpretation of 'Renascence' catches our attention because it is so clearly her own; she has used her own word pictures and examples of her own experience to explain the meaning that Edna St. Vincent Millay's poem has for her." In a classroom where thinking is permitted and sincere expression of thought is encouraged, however, the teacher's comments are only small evocative nudges; in such an atmosphere the pupils tend to do their own intergroup educating.

The content of the English language arts classroom, as well as the skills, lends itself to intergroup education. The main content areas are two: the nature and development of language, and literature. As the student learns about language, he learns about all the cultures, past and present, that have gone into its development and that even today are constantly changing and enriching our language. From where did we acquire *chauffeur, kimono, disciple, kodak?* Why do some words such as *pig* and *cow* derive from the Anglo-Saxon and others such as *pork* and *beef* from the Norman-French? What forces have changed the meanings of such words as *knave* and *sinister?* How has mythology persisted into the present through such phrases as *Flying Horse* gasoline, *Mercury* cars, and *Atlas* tires? What are some significant second-half-of-the-twentieth-century words? As for literature, the purpose of reading literature is self-realization through understanding the thoughts and feelings and experiences of people of all times and places. Every great literary work came from the mind and heart of one outstanding person. Guided reading and discussion of good literature can help each young person to form for himself his own worthy concepts of moral and spiritual values—to become both a worthy individual and a worthy member of any group in which he works and lives.

The material given under the headings of The Primary Grades, The Intermediate Grades, The Junior High School, and The Senior High School is taken from *Guideposts to the English Language Arts,* the course of study from Kindergarten through Grade Twelve published by the Seattle Public Schools. For each of the four divisions, the material is grouped under three subheadings: Thematic Concepts, Content, and Approaches.

Intergroup Education in the Primary Grades

Thematic Concepts

Beginning with the Kindergarten, the English language arts program is concerned with helping the child to express himself with confidence and to adjust himself to the group. The means used are dramatic play and group discussion, where appreciation is shown for what someone says sincerely and where equal opportunity to participate is given to all pupils. Throughout the primary grades (K-3) the reading, talk, and written "stories" center on the natural interests of the small child. The thematic concepts deepened and strengthened are those of home, family, school, friends, pets, neighbors, special interests and activities.

Content

Many ideas and examples of appreciating the worth of the individual are to be found in the reading materials used in the primary grades. At the end of each literary reader in the *Treasury of Literature* series, for instance, is a list which classifies some of the selections in the book "that particularly exemplify high ethical standards and healthy social attitudes." Some of these classifications are Kindness, Friendliness, Cooperation, Obedience, Unselfishness. The readers used for basic reading-skills instruction include stories and entire units devoted to furthering better understanding among peoples. Examples of such units are "New Friends," from *Away We Go,* a first reader; "Children Everywhere," from *Friends Far and Near,* a second grade reader; and "Kind and True," from *Across the Valley,* a third grade reader.

Approaches

Approaches which further interpersonal and intercultural understanding are achieved through application of teaching procedures outlined in the course of study, *Guideposts to the English Language Arts*. Some of the procedures explained in the course of study which are especially pertinent to intergroup education are "Experiences with Children's literature," "Developing the Composition Process," and "Teaching Poetry."

Intergroup Education in the Intermediate Grades

Thematic Concepts

Incorporated in the course of study for the intermediate grades are many ideas and concepts aimed toward recognition of individual worth and increasing consciousness of the interrelationships of the individual and the group. Underlying the whole is appreciation of any sincere expression of thought. Under the guidance of the teacher, each child is given the opportunity to take part in experiences which promote social awareness and development of ethical character. As the child enters further into the world of literature, he develops increasingly mature reading habits, worthy attitudes toward himself and others, skills which facilitate clear and acceptable expression of thought through speech and writing. As the child gains in knowledge and learns to evaluate his own efforts and those of his classmates, he enriches his personality and contributes to the enrichment of the personalities of those with whom he lives and works.

Content

The content of the English language arts for the intermediate grades (4-6) includes much that is geared toward intergroup education. In the literary readers are such selections as "Chiwee and the Pinyon Nuts," by George Moon; "Jiya Makes A Choice," by Pearl S. Buck; and "At the Court of the Cad," by Robert Davis. The readers used for basic-reading-skills instruction group reading selections under such titles as "Teamwork," in *Around the Bend* (Grade 4); "Young Citizens of Today," in *New Days and Deeds* (Grade 5); and "World Neighbors," in *More People and Progress* (Grade 6). The textbooks used in teaching written composition and language skills contain numerous lessons geared to promoting intergroup education. Among these are "Learning About a Discussion," "Taking Part in a Conversation," "Talking About Books," "Discussing Good Manners," and "Planning to Share Poems," (Grade 4); "Naming Yourself Last," "Discussing Word Meanings," "Planning to Write Book Reviews," "Discussing Famous Persons," "Writing a Class Poem," and "Discussing a Story," (Grade 5); "Getting Acquainted," "Examining a List of Standards," "Choosing Books for the Classroom," "Sharing Reading Experiences," "Discussing Interesting Word Groups," and "Enjoying a Poem," (Grade 6).

The spread of central libraries in elementary schools throughout the Seattle School District has greatly facilitated the independent reading of elementary school pupils. Many of the books children read by the hundreds and thousands lend themselves to stimulating worthy individual and social development.

Approaches

Approaches which emphasize the relationship of self-development to development of understanding and appreciation of others include the following: planning writing together; sharing written work and contributing constructive criticism; dramatizing stories and poems; reporting and discussing current events; conducting interviews with one another, the family, the principal; participating in panel discussions.

Intergroup Education in the Junior High School

Thematic Concepts

The reading, speaking, and writing activities of each level of the junior high school are closely related through their focus on several basic themes or centers of interest. It is through these thematic concepts that the instructor establishes a classroom atmosphere that transcends those boundaries that would prevent complete communication and understanding.

Such units of organization as People and Places, Family Adventure through Literature, Biographies of Great Americans, The Spirit of America, Sense Impressions Conveyed through Prose and Poetry, and Human Values as Revealed in the Novel and Short Story make students aware of and sensitive to the attitudes, the feelings, and the adjustments that must be made by representatives of differing cultural backgrounds; in addition, and perhaps of most importance, is the establishment by the instructor of an atmosphere of mutual respect and understanding between him and his students.

Content

Within the framework of each of the units noted above, the reading and discussion of literary works, the speech, and the written composition together offer the teacher and the students a common ground for meeting of the minds.

Works such as Pearl Buck's *The Big Wave*, George and Helen Papashvily's "Yes, Your Honesty," Anne Frank's *Diary of a Young Girl*, Marian Anderson's *My Lord, What a Morning* help the students not only to develop a sense of values and discrimination in the selection of individual reading but also to understand themselves and others. Pupils tend to identify with characters and incidents in the literature and to evaluate the facts presented in order to reach honest and unbiased conclusions.

Following some formal discussion of reading selections, the students often participate in prepared talks, panel and round-table discussions, and interpretive oral reading. The students move on to various kinds of writing. The types of writing range from reactions based on reading, to descriptions of customs and institutions, to biographical sketches of important authors. The emphasis is upon persons who have contributed to a better understanding of the dignity of man in a world beset by self-doubt and an imbalance of human rights.

Approaches

One approach which has been particularly effective in furthering interpersonal and intercultural understanding is the application of the composition process as outlined in the course of study. After the literary work has been read by the student, and preliminary to writing, class discussion of the work in question permits free exchange of information pertinent to the topic and reflective of the students' points of view. Through such discussions it is possible for each to gain insight into his fellow students' intellectual and cultural backgrounds as they propound and defend their views on what the class has read.

Furthermore, after the individual writing has been completed, evaluated, and revised, provision is made for a period of sharing during which students are permitted to read their own papers to their classmates. Such sharing is conducive to an atmosphere of mutual respect. Here is exemplified the theme of the personal code. Tempered by the exchange of ideas during the discussion period, the student's written composition mirrors increased understanding of his fellow man.

Thematic Concepts

The primary purpose of the English language arts program in the senior high school is to help each student to develop, in the words of Robert Browning, "a reach that exceeds his grasp." As he achieves or "grasps," he sets new standards of excellence for himself. Guided reading and discussion of good literature awaken new appreciations and understandings and, above all, curiosity to explore further the rich vein of experience to be discovered in good books. Idea-centered writing, shared with interested teacher and fellow class members, quickens the students' sensitivity to the ideas of others and to the infinite possibilities of the English language for communicating exact meanings and vivid impressions. As the student gains in self-respect and in self-understanding, so he gains in respect for and understanding of others.

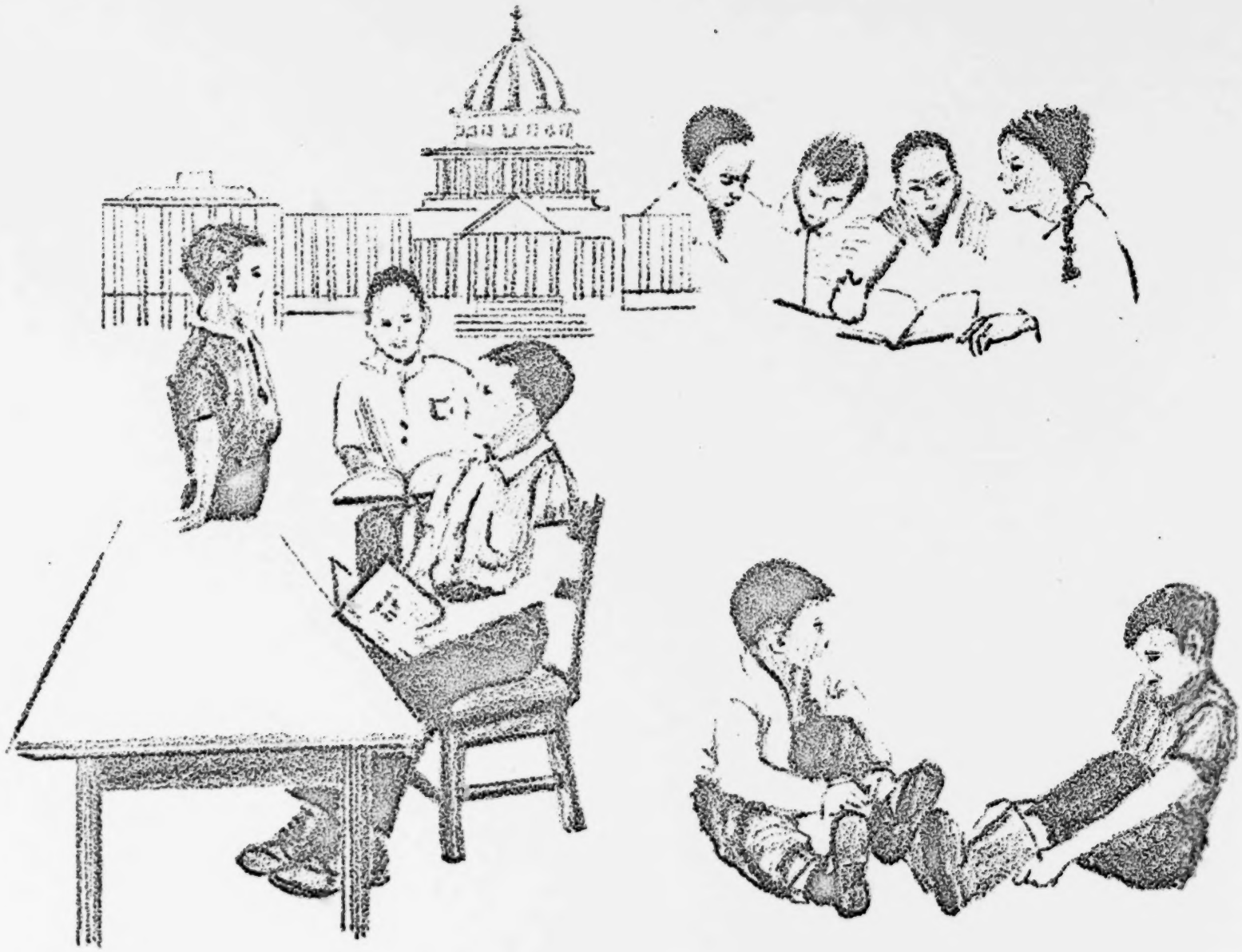
The reading, speaking, and writing of the English language arts class are centered on important thematic concepts, a few being allocated for stress at each grade level. A number of these are geared toward understanding of oneself and others. For instance, for Grade Ten, two of the thematic concepts to be developed are *Social Relationships in English and American Literature* and *Plays about Men Whose Deeds Live After Them.* Two in Grade Eleven (Speech) are *The Individual and the Group* and *Discussion of Problems within America.* Two in Grade Eleven (Journalism) are *Search for Values* and *Learning to Think Straight.* Two in Grade Eleven (Writing Laboratory) are *Taking and Giving Criticism* and *Building a Philosophy of Living.* Two in Grade Twelve are *The Individual through World Literature* and *Goals, Values, and Ideals: Formulating a Personal Philosophy.*

Content

Understanding of linguistic history and geography helps young persons to recognize and appreciate their cultural heritage. Much attention is given to derivation of words, changes in words, and the causes that produced these changes; to patterns of language; and to the infinite possibilities of language for interpersonal and intergroup understanding.

Literature is taught as a means of enlarging and deepening personal experience. A revolution is taking place in the area of English and of the humanities generally. It is being recognized that literature, history, philosophy, art, and music are necessary not only to the survival of our people but to their welfare when and if they survive. Our democratic institutions depend upon intelligent, informed communication, which in turn depends upon the training of all persons to think critically and imaginatively, to express themselves clearly and responsibly, and to read with understanding.

For teaching this content, the Seattle Public Schools utilize anthologies, hardback books, paperback books, magazines, newspapers. In many of the anthologies the stories, essays, biographical sketches, and poems are grouped under thematic titles which are in accord with Seattle's basic concepts as mentioned above. A few of these titles indicate the importance given to intergroup education: *By Their Deeds, Deep Are the Roots, No Man Is an Island,* and *As a Man Believes.*



Compensatory Education—
Equal Educational Opportunity

In providing educational programs to meet the needs of students with limited cultural backgrounds, members of the Board of Directors firmly believe that all such programs must be educationally sound, must be within the financial resources of the School District, and must represent an appropriate expenditure of funds in relationship to other educational needs. It is also felt that as these programs are developed, certain basic considerations must be kept in mind:

1. The school system is an agent of social change through its regular education processes.
2. It seeks to provide equal educational opportunities for all pupils. Such provision has been made through the careful selection of teachers and textbooks, through physical changes within buildings, and through counseling programs that are designed to meet individual differences.
3. It seeks to develop the rational powers of pupils through utilization of the scientific method of study. It discourages imposition of teacher opinion on controversial social and political issues—it encourages fact-finding, discussion, open-mindedness, and conclusions based on evidence. Social change, to be constructive, requires such a foundation of reason and good will.
4. It seeks to assist other community agencies to achieve desirable goals within the limits of educational functions.

Many of the programs briefly described in this section have been designed for students who are not reaching their potential in achievement. It should be understood that pupils participating in these programs are not necessarily from the central area, nor are they necessarily members of a minority racial group. Although some programs are designed specifically for the central area, others are city-wide. It should also be mentioned that programs for the able learner, such as honors courses, are available to all Seattle public school pupils who qualify for them.

School Housing New construction or recent major additions and modernizations have been provided to update educational facilities in the central area. The schools involved were Garfield, Meany, Washington, Harrison, Madrona, Minor, and Leschi. In conjunction with the facilities at Meany and Garfield, the Park Department has constructed facilities for recreational use. To carry on this modernization program, however, voter approval of a bond issue in 1965 will be needed to obtain the necessary funds.

BUILDING FACILITIES CONSTRUCTED IN THE CENTRAL AREA SINCE 1957

Harrison Elementary School	Major Addition
Leschi Elementary School	Major Addition
Madrona Elementary School	Major Addition
Minor Elementary School	Major Addition
Meany Junior High School	Major Addition and Modernization
Washington Junior High School	New Building
Garfield High School	Addition

Capital expended over this period for construction in the seven buildings—$6,058,489.26

Special School Programs — 1964-1965

Approximately $447,000 was budgeted for the 1964-65 school year for additional personnel and for new program development which, for the most part, is designed for the central area.

Summer Dropout Counseling Program Although the dropout rate in Seattle Public Schools is less than half the national average, a continuing effort is being made to further reduce the number of pupils who leave high school before graduation. In the summers of 1963 and 1964, special campaigns were initiated to contact dropouts and potential dropouts and to encourage their return to an educational program. Both of these city-wide campaigns were successful. In 1963, 955 students who had dropped out of school and 777 students who were identified as potential dropouts were contacted by school personnel. Of the 955 dropouts, 494 were persuaded to enter an educational program in September of that year. Special provisions made to keep these students in school after their return included follow-up counseling and the scheduling of students into classes geared to their ability. In 1964, of the 977 dropouts, 733 were identified as eligible to return to a regular school program. Of the 733 potential returnees, 335 actually returned to an educational program in September, 1964. In December, 1964, 81.7 percent of the returnees were still in school and over two-thirds were achieving academic success. The 1963 campaign was financed by the Federal Government; the 1964 campaign was financed by the Seattle Public Schools. Because of the success of this program, a strong recommendation has been made to continue it in the summer of 1965.

Garfield Summer Counseling Program Special efforts are exerted to develop latent talent of potentially bright students who are not working to capacity. Intensive counseling is conducted with parents and students to motivate students to higher achievements. Additional counseling service has been provided for this program.

Reduction in Class Size Socio-economic factors and the heavy population of racial minorities in the central area have created specific problems not common to the school district generally. For the eleven affected schools identified by the Administration, additional funds, additional personnel, reduction in class sizes, and adjusted curriculum offerings have been made to uplift the quality of the education provided.

AVERAGE CLASS SIZE IN AFFECTED SCHOOLS COMPARED TO THE CITY AVERAGE FOR 1963-64

Affected elementary schools	28.5	City average	30.5
Affected junior high schools	25.0	City average	30.5
Affected senior high schools	26.0	City average	30.3

Occupational Guidance Center In 1963 the Adult and Vocational Division of Seattle Public Schools established an Occupational Guidance Center, or headquarters for guidance in the division. This center provides a variety of guidance services, one of which is the selection and counseling of applicants for newly designed prevocational classes for high-school-age young people. Another is the administering and conducting of basic-skills classes where adults may acquire skills in reading, writing, and mathematics. Prevocational classes, a joint operation of the Adult and Vocational Division and the Secondary Division, are held at various high school centers throughout the city and in the Occupational Guidance Center itself. Prevocational courses are introductory courses that provide students with a head start in preparing for future employment while they are completing their high school education. Any high school junior or senior, whether he is enrolled in school or not, is eligible for the program, provided his scores on aptitude tests indicate he can profit from this kind of training. Courses such as Machine Shop, Data Processing, Food Services, Aircraft Mechanics, and Horticulture are offered.

Neighborhood Youth Corps The federally enacted Economic Opportunity Act, 1964, provides funds to promote work opportunity programs for youth aged 16 to 21. These programs are designed to encourage youth to complete their high school education and to increase their employability by providing training that will improve their skills. In Seattle, this program will provide work experience for 800 high school students from low-income families. It is hoped that one effect of the program will be to reduce the high school dropout rate. On January 4, 1965, which was selected as the first work day, 150 pupils were enrolled in the program. High school counselors select the participants who may apply for the program, and overall supervision is the responsibility of the Seattle Public Schools. The contract for this program expires on June 17, 1965, at which time the Seattle schools will re-apply to the Department of Labor with a new proposal.

Elementary School Clerks One non-certificated employee has been assigned to each elementary school in Seattle. This employee, the school clerk, supervises playground and lunchroom activities and performs certain clerical duties usually done by teachers. In the central area of Seattle, school clerks are retained for an additional hour each day. The value of this program is that teachers are permitted more time each day to devote to the educational program.

Small First-Grade Classes At Harrison and Mann Elementary Schools, very small first-grade classes have been organized for pupils who are not prepared to enter the traditional first-grade program. In these classes, there is a special emphasis on language development.

Pupil Services Coordinators Two Pupil Services Coordinators have been assigned to selected elementary schools to provide guidance services to pupils presenting special learning problems. One coordinator works with Georgetown, Concord, and Maple, and the other works with Stevens and Leschi.

Experience Field Trips This program is designed to provide experiences which promote school success for children with culturally limited backgrounds. Opportunities are provided for Kindergarten and Grade One pupils to have many contacts with their community which will be helpful in developing language ability and thereby a readiness for beginning reading

instruction. These trips are sponsored at Harrison and Leschi elementary schools.

Extended Primary This is an ungraded primary program for pupils who can be taught to read but who need more time and a greater variety of experiences than do pupils in a more advantageous environment. These pupils will probably take four years to complete Grades One through Three. The pressure of equating the pupils' chronological age to graded reading material is removed. The emphasis in this program is on language development and reading-readiness activities. The children who will participate are identified in Kindergarten and Grade One. The parents are informed by school personnel when their child is assigned to this program. The extended primary is functioning in Colman, Cooper, Mann, and Minor elementary schools.

Program for Non-English-Speaking First Graders A special organization and curriculum has been prepared at Gatzert Elementary School for a group of pupils starting their school experience with no skills in the use of the English language.

Summer Library Program Reading seems to be the skill most difficult to attain for children with culturally limited backgrounds. One of the problems is the loss of reading power and a decrease of interest during the long summer vacation. To encourage reading, the libraries in five elementary schools which serve a high proportion of children with culturally limited backgrounds (Leschi, Madrona, Colman, Mann, and Brighton) were kept open for three hours one day a week for eight weeks during the summer of 1964. This program was successful. A total of 660 children registered at the schools as borrowers of books. Almost 3,500 books were circulated. In addition, two story hours were planned each day for primary and intermediate children. At times, special films were substituted for stories. Members of the Parent-Teacher Association and Garfield student volunteers assisted the librarian. This program will be repeated and expanded during the summer of 1965.

Washington Reading Program The Washington Junior High School reading program, now in the third year of operation, provides a start in raising the general reading level in the school. Four Grade Seven classes were selected for the project in 1962, four Grade Eight classes in 1963, and four Grade Nine classes in 1964. Emphasis was placed upon reading and communication skills. Each class was limited to approximately 20 students. Formal test scores in reading and arithmetic skills, along with teacher evaluation, were the criteria for placement in the four reading groups. Further assistance to the reading emphasis program was the introduction of a special mathematics program for the same four groups. Mean achievement level in arithmetic for the seventh grade pupils was less than fourth grade. Total reading grade equivalent was approximately 4.6. Results of intensive efforts showed an increase of approximately two grade levels after eight months of instruction. Social responsibilities were also affected in a positive direction, resulting in fewer cases of suspension, of tardiness, and of attendance and classroom referrals to administrative personnel for disciplinary reasons.

Meany Low Achiever Program (1964-65) The program at Meany Junior High School offers one solution to reading difficulties encountered by approximately 30 percent of the school population. It stresses reading in all areas of curriculum, including the practical arts and the general culture areas. The criterion for selection is reading retardation of two or more years as reflected by a formal test. Students come from Grades Six, Seven, and Eight. Time has been allocated to the instructors for student, parent, and home-visitor conferences, also for special preparation of materials for the classes.

Classroom Seminars Classroom seminars at Garfield High School involving frequent use of the library plus small-group discussion, debates, and role playing are used to motivate interest and initiative in slow-moving classes with reading deficiencies. Visual aids and field trips are utilized extensively to broaden pupils' horizons and increase their knowledge.

Administrative Interns Experienced teachers who are applicants for administrative positions in the Seattle Public Schools are required to serve for one year in an administrative capacity similar to that of an elementary vice-principal. The interns serve in selected schools with a high proportion of pupils with limited cultural backgrounds. These schools do not have a high enough enrollment for a vice-principal to be authorized. The internship program provides assistance to schools that need help and permit an on-the-job evaluation of the applicants' abilities as school administrators. In addition, the interns become familiar with some of the problems encountered in these schools. This experience will not only influence their own thinking about these problems in the future but will also affect the thinking of other members of the corps as the interns are assigned to schools throughout the city.

Home Visitations In this program, conferences with parents are held in the home rather than in the school. These conferences are initiated by the classroom teacher. The purpose is to stimulate a working, cooperative relationship between the schools and parents in the education of Seattle's school children. This program is functioning at Harrison, Mann, Madrona, and Minor elementary schools.

Special Sophomore Program This program serves about 150 to 175 sophomores at Garfield High School who are seriously retarded in basic skills. They have been placed in special English language arts classes in which emphasis is placed upon development of reading and other language skills. Classes are kept at a maximum of 20 students to a class. Teachers are selected on the basis of their interest, enthusiasm, and adaptability. Content of the course is adjusted "to meet the student where he is in basic skill development." The content is also geared to make possible an experience of success at the level of development where the student happens to be functioning. Similar special sections in General Mathematics, World History, and Biology are created for these students if they have elected to take these subjects.

Tuition-Free Summer Session Summer school tuition is waived for a limited number of needy cases in both elementary and secondary schools. Because of the modest funds available, the service is provided on a very limited basis.

Re-Entry Program During the 1964-65 school year, the Re-Entry Program was started at two schools, Lincoln High School and Washington Junior High School. This program is designed for students who have dropped out of school and who have been unable to adjust to any kind of school program. These students meet with an instructor for two hours on three days a week, after school. The classes provide a number of these stu-

dents with an opportunity to demonstrate their readiness to re-enter the regular school program.

Text Writing Projects During the summer of 1964, four junior high school teachers and a coordinator from the Social Studies Department staff prepared a Washington State History text for use by slow learners in Grade Nine. It is being used experimentally this year and will be revised for publication by the end of the year.

During the same period members of the Meany Junior High School staff were preparing special materials for slow learners in Grade Seven social studies.

The Seattle Public Schools are seeking foundation and federal funds to provide additional equal educational opportunity programs for school children. Proposals for more social workers, reading-improvement teachers, library facilities, and other special programs are being prepared and submitted to the proper authorities by school administrators.

School-Community Cooperative Programs

Pre-Kindergarten Enrichment Programs These programs have been initiated to emphasize language skills and a broadening of the cultural experiences of children with limited cultural backgrounds. The purpose of these programs is to give the children added preparation for school experiences and to stimulate their motivation to learn. This is a project sponsored by the community with the cooperation of the Seattle Public Schools. Groups have been organized at the Occupational Guidance Center, Temple de Hirsch, Neighborhood House, and Prospect Congregational Church. Current enrollment is approximately 100 children. The program is staffed by one paid teacher and approximately 25 volunteer "substitute" parents. The Family Life Education Department, Seattle Public Schools, helps in training the adult volunteers and in preparing the parents for their children's participation.

University YMCA/YWCA Voluntary Tutorial Programs University student volunteers assist pupils in central area secondary schools with their studies. The tutoring is carried on after school at Garfield, Meany, and Washington. This program is three years old.

Children's Tutoring Program Sponsored by the Seattle Section, National Council of Jewish Women, this volunteer service provides reading assistance to children of average or better-than-average intelligence who for some reason are unable to keep up with their grade in reading. Each volunteer, after receiving training in remedial reading, is assigned to a pupil in the elementary school convenient to her home. She devotes approximately one hour a week to helping the child with his reading. In January, 1965, 56 volunteers were at work and 20 more were in training.

Role Image Development Prominent Negro citizens of the Seattle community are invited monthly to speak to students in central area schools on the opportunities available to these students if they are adequately trained and educated. These speakers represent various occupations: medicine, law, nursing, fire fighting, building trades, and others.

Seattle Pacific College Tutors In the fall of 1964, 76 students majoring in education at Seattle Pacific College participated in an experimental program in central area elementary and secondary schools. For two hours each week, each of these students tutored a pupil in one of the schools. Continuation of the program depends on the evaluation of its outcome.

Project Motivation This program provides a service similar in goals to the Experience Field Trips supported by Seattle Public Schools. Seventeen teams of University students from the YMCA and the YWCA participate by taking selected pupils from Leschi, Madrona, Harrison, Minor, and Mann elementary schools on planned field trips to various points around the city; these include the University of Washington, the Boeing Company, and the Science Center. Each team provides from six to eight trips for its group of pupils each year. The principals from these schools select children who, in their opinion, would derive the most benefit from the experience. In the fall of 1964, 157 children were being served, and an additional 56 had been selected for participation as the program developed.

Teacher Assistants Selected students from Garfield High School are assisting teachers in central area elementary schools. These students prepare materials, correct papers, and perform other duties, thereby allowing the teacher more time for teaching.

Project IMAGE (Interschool Motivation for Attaining Good Education) This program was initiated by the Franklin High School Future Teachers of America. Selected pupils from Franklin tutor students at Colman Elementary School twice a week. Each session is 45 minutes. The program began in 1964. Fourteen pupils at Colman are being served. Pupils at Colman are selected on the basis of their need for this kind of assistance, but they also benefit from their association with high school students who are excelling in their academic work.

Home Study Plans These programs involve the home and the school in a joint effort at educating the child. The purpose of the program is to establish communication between school and home, and to raise the aspiration and achievement level of the pupils. Essentially, the program involves the assignment of home work to all pupils and cooperation between the teacher and the parents in supervising the completion of these home assignments. The purpose of the program is explained to the parents, and they are asked to provide an appropriate time and place for the child to study at home. They are also asked to sign the completed home work and see that it is returned. Minor, Madrona, and Harrison elementary schools participate in this program.

Negro Scholarships In the spring of 1964, the need for post-high-school tuition help was uncovered through interviews with Negro young people and with Frank Hanawalt, principal of Garfield High School. Local leaders in civil rights formed a committee to try to meet the need. The drive raised $4,000 that provided tuition scholarships at ten colleges and Edison Technical School for 29 Negro young people. The committee has now taken steps to set up the scholarship program on a permanent basis. The present policy of giving these children tuition grants on the basis of need and not on high grade point average will be continued. The maximum amount given to one student in any school year is $300.

Junior League Arithmetic Tutoring Program Tutoring in arithmetic by members of the Junior League is a service to pupils that was started in 1964. Tutors had four two-hour periods of instruction from a curriculum assistant in learning

how to assist pupils in understanding arithmetic concepts. In cooperation with the Seattle Public Schools, the volunteers are tutoring pupils who can benefit from this individual attention. The volunteers may be assigned to any school in the District; however, the majority of them are working in central area schools. Each tutor works with a child for 30 minutes once each week. The program was initiated with 22 volunteers.

Employment Opportunity Center This project is sponsored by the Seattle Chamber of Commerce in cooperation with the Seattle Public Schools. The Chamber maintains an office in the Occupational Guidance Center with a full-time manager supported by volunteers from the Seattle business community. The primary objective of this project is to combat racial discrimination in the job market by providing free counseling services to job seekers. The importance of education is stressed; job seekers who lack adequate education are referred to the Occupational Guidance Center staff for vocational counseling.

Atlantic Street Center Project Initiated by community agencies, this program began officially in September, 1962. Financed by federal grants and local agencies, this five-year project is designed to demonstrate the effectiveness of social work with "problem" youth of junior-high-school age in the central area. The research plan is oriented primarily to prevention, calling for early identification of youngsters who have a moderate-to-high risk of developing problem behavior and for aggressive recruitment of such youth and their families in a two-to-three-year treatment involving group work, case work, and community organization methods carried out in close cooperation with the Seattle Public Schools. The Center is staffed by a research director, a project director, and four social workers.

Metropolitan Youth Development This program, begun in June, 1964, assists junior-high-school boys who live in Seattle's four housing projects. During the school year, the boys have the opportunity to work for pay in the housing projects and the city's parks; in January, 1965, 87 boys were participating in this phase of the project. In addition, some boys are at work in an experimental program involving use of teaching machines. After-school classes two days a week are also provided for the boys participating in the program. The boys are supervised by two teachers. A research study is being made as an integral part of this program. The project is sponsored in the main by the Ford Foundation. Additional funds are obtained from the Boeing Company, from United Good Neighbors, and from the Federal Housing Authority.

College Opportunity for Students with Limited Cultural Backgrounds Western Washington State College has proposed a special program in which work opportunities and scholarships will be provided for selected students. In January, 1965, the program was in the process of development. More definite information will be available in the spring of 1965.

The Seattle Public Schools will continue with community organizations to promote additional educational opportunities for disadvantaged children.